Thirty-Seventh Annual Report

of the

Ontario Institution for the Education of the Blind

BRANTFORD

For the year ended September 30th

1908

[illegible] Report of the Institution for the year 1908

[illegible]
THE LEGISLATIVE ASSEMBLY OF ONTARIO

[illegible]

Thirty-Seventh Annual Report

OF THE

Ontario Institution for the Education of the Blind

BRANTFORD

For the year ended September 30th,

1908

Being Appendix I to the Report of the Minister of Education for the year 1908)

WITH THE COMPLIMENTS OF

HERBERT FAIRBAIRN GARDINER

PRINCIPAL

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to transmit herewith the Thirty-seventh Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1908.

I have the honour to be,
Sir,
Your obedient servant,

H. F. Gardiner,
Principal.

Brantford, October, 1908.

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1a App. I

THE INSTITUTION

FOR THE

EDUCATION OF THE BLIND

In presenting the thirty-seventh annual report of the Ontario Institution for the Blind, I am pleased to record an improvement in the regularity and constancy of attendance, whereby the average attendance for the session of 1907-08 was 116, against 111 in the preceding session, although the total registration for the two sessions was the same (123) and the total registration for the last official year was five less than in the previous official year. Perhaps the plea which I presented to the parents in the thirty-sixth report to deal fairly by their children by not keeping them away from school unnecessarily had some influence for good; the general good health of the pupils during the session—only six left before the end of the session, against nineteen in the preceding session—completes the explanation of the improvement. Given good health and regular attendance, there is no excuse for inefficient work, and I am happy to say that the work of the session was in the main well done, as the appended reports of the literary and musical examiners will substantiate. Perfection was not attained—perhaps it is too much to hope that it ever will be attained—yet that is what we aim at, and it gives satisfaction to note progress in that direction. A correspondent, whose letter is inserted elsewhere, remarks that no Institution can help those who do not try to help themselves, and we always find a few black sheep in the flock, upon whom every effort seems to be thrown away. To all such, a fair, patient trial is given, keeping in mind that exclusion from this school generally implies deprivation of all opportunity to receive an education, but if in the end it becomes evident that the offender is doing more harm to the school than the school is doing good to him, he is not permitted to return. Several of the pupils lost time through an outbreak of chicken-pox, which began on January 5th and was not terminated until March 23rd, the disease being introduced to the school by a child who went home to Toronto for Christmas vacation. The attack was light, and none of those infected were at any time in danger, but much labor and considerable expense were caused. The teachers had an exceptionally good year in regard to health. Mr. Lambden, who acts

as instructor in hammock work as well as carpenter, was laid up at his home for a few weeks, and Mr. Wickens, the head teacher in the literary department, suffered from a severe illness which began just before the close of the session and lasted well into the vacation.

One of the topics discussed at the Convention of Instructors of the Blind in Indianapolis last July was the training of teachers for the work of the special schools, the general opinion of Principals and Superintendents being that all appointees to the position of teacher should have the usual normal training, the special training needed for teaching the blind to be acquired in the school for the blind itself, and increased by visitation of other schools. Some even went so far as to recommend the exchange of teachers among the schools, and the idea of a uniform curriculum for all the schools for the blind in the United States was suggested, but not adopted. To teach the blind, one requires as much knowledge as is needed to teach the sighted, with an additional stock of industry and of patience, and above all with an unselfish, altruistic disposition—love of the work and unfailing interest in those for whom the work has to be done. The seeker for personal ease, the person who feels chronically overworked and underpaid, the one who proposes to do nothing more than the letter of the contract calls for, is out of place in a school for the blind, and none are quicker to "see through" such a misfit than the blind children. One of the advantages which I expect to be derived from the transference of the control of this Institution from the Department of the Provincial Secretary to the Department of Education is that knowledge of the school, its operations and its needs will be disseminated among the thousands of Public School teachers in the Province, and that some of them will feel the call of duty to work for the blind. To anyone so inclined, who would like to learn to read the type used by the blind, I will gladly supply the literature on application. Vacancies on the staff of the O. I. B. are not of frequent occurrence, but when such do occur it is all-important that they should be properly filled, and the wider the field for selection the better the chance for a satisfactory choice.

Throughout the year I have had numerous applications on behalf of the adult blind, many of whom had lost their sight by accidents, while others were blind through old age or poor health. The question of providing for the adult blind will not be settled until it is settled right, and the first step should be the establishment of workshops such as I described and recommended in my last report. I have accumulated considerable additional information on this subject, the report of the New York State Commission alone making a volume of nearly 600 pages, and the European reports containing valuable matter, but with an intimation from the Department that the Institution reports have grown so large as to exceed practicable limits, I reluctantly omit many items which I would like to place before the readers of this report. Letters from ex-pupils, from pupils' parents, from the heads of Schools for the Blind in Europe and America, and from oculists, teachers and other interested parties assure me that the information supplied and the suggestions made in previous reports have whetted the appetite for more of the same sort. The best way to get at the bottom facts and place them in possession of the public would be to follow the example of New York, Massachusetts and other States by appointing a Commission to investigate the condition of the Blind in Ontario and report thereon to the Legislature. Let it not be forgotten that only ten per cent. of the blind are under twenty years of age, and not more than five per cent. are eligible for admission to this school.

The expenditure on maintenance account shows an increase, explained by the increased average attendance, the advanced price of fuel, butter and

other supplies, some advances in wages and salaries, the provision of the point printing plant and the staff notation apparatus, the re-equipment of the basket shop, and more than the usual outlay upon the repair of buildings.

On the other side of the account, there was an increase of casual revenue, which exceeded $1,700.00.

Changes in Staff.

Mr. Daniel T. Green took the position of Supervisor of Boys on November 1st, 1907, succeeding Mr. Lorne Atkins.

Miss Ethel S. Rae succeeded Miss Catharine Gillin as Literary teacher, 1st January, 1908.

Mr. John H. McDonald succeeded Mr. A. L. McIntyre as Assistant Engineer, 1st September, 1908.

Mrs. Anna McCanna succeeded Miss A. M. Rice as Matron, 1st September, 1908.

Miss Ella Cooper succeeded Miss A. M. Baird as Teacher of Sewing, 25th September, 1908.

Attendance.

The total registration of pupils in the session of 1907-08 was 123, exactly the same as in the two preceding sessions; at the opening on September 25th, 1907, there were 112 pupils as compared with 110 at the opening of the preceding session; at the close 117 as compared with 104. Eleven pupils, who were not present at the opening, arrived during the session. Of the six pupils who were present during a part of the session, but did not remain until the end, one (male) went away in delicate health, one (male) left to have his eye treated by a specialist, one (male) went home for Christmas and became ill there; three (females) left towards the close of the session on account of illness.

Of the 117 pupils who were present at the end of the session, there were 62 males and 55 females.

The number of pupils in attendance at the opening on September 23rd, 1908, was 109, as compared with 112 at the corresponding date in 1907, and 117 at the closing of the school term on June 17th, 1908. Of those in attendance at the close of the last term, 88 had returned, eight former pupils who were not here at the close of last term had come back, and thirteen new pupils had been enrolled. Of the eight described as former pupils, four were not in attendance during any part of the session of 1907-08. The absence of the twenty-nine who left in June but did not return in September is thus explained:—

One (male) graduated in Organ and Piano and has gone into concert work; three (males) graduated in tuning; two (males) left to teach vocal music and do concert work; one (male) proposed to earn a living as an elocutionist and tuner; one (male) gave up his musical course on account of increasing deafness; the presence of one (male) was considered undesirable; one (male) was mentally defective; one (male) was ill; the parents of one (male) had removed from the Province; the absence of one (male) was unexplained. Two (females) went to teach music; two (females) to pursue their musical studies elsewhere; one (female) had completed her literary course; four (females) were detained by domestic reasons; seven (females) were detained by illness.

The ages of the new pupils are as follows:—

Males.		Females.	
Twenty-three years	1	Twenty-six years	1
Eighteen years	1	Twenty years	1
Seventeen years	3	Sixteen years	1
Fifteen years	1	Fifteen years	4
Eleven years	1	Fourteen years	1
Five years	1	Thirteen years	1
	8	Twelve years	1
		Eleven years	1
		Nine years	1
		Seven years	1
		Total females	13
		Total males	8
		Total males and females	21

The total registration in the official year, October 1st, 1907, to September 30th, 1908, was 139—71 males and 68 females—against 144 in the preceding official year.

Pupils Registered in Session 1907-08.

Name.	Residence.
Allison, Cameron	Vankleek Hill.
Boudreault, Joseph	Ottawa.
Brimacombe, James	Victoria Harbour.
Brown, Edward	Ottawa.
Burgess, Lloyd	Princeton.
Chatelain, Jean	L'Orignal.
Clarke, Walter	Toronto.
Clemmett, Wilber	Omemee.
Colby, Edward	Stratford.
Crew, William	Toronto.
Cundy, John	Regina, Sask.
Daniel, Ovila	Big Point.
Derbyshire, Byron	Athens.
Duff, Charles	Banda.
Elnor, Harold	Toronto.
Fenton, Mills	Allenford.
Frayne, Orville	Forest.
Goldie, Roy	Sarnia.
Golz, Gustav	Beausejour, Man.
Harvey, Walter	Toronto.
Hawken, Howard	Whitby.
Henderson, Richard	Duntroon.
Higgins, Thomas	Toronto.
Johnston, Harold	Brockville.
Kelland, Wilber	Kirkton.
Kelley, Byron	Oakville.
Kennedy, Thomas	Guelph.
Lee, George	Epping.
Lott, Albert	Brussels.
Marcotte, Cleophose	Mattawa.
Martel, Ubald	The Brook.
McAvoy, Thomas	Bruce Mines.
McBride, Charles	Danforth.
McCaul, David	Hintonburgh.
McCutcheon, Roy	Catheart.
McDonald, John	Alexandria.
McDonald, Norman	Mitchell.
Mealing, Oliver	Brantford.
Murray, Ancile	Toronto.
Nicolson, John	Bruce Mines.
Ouellette, Arthur	Belle River.
Patterson, Clifford	Hamilton.
Paul, Leonard	Haileybury.
Paulson, Andrew	Wessington, Alberta.
Porte, Aquila	Aylmer.
Pride, Frank	Moncrieff.
Raymond, Walter	Collingwood.
Ross, Leslie	Elstow, Sask.
Ryan, Ener	Elginfield.
Sherman, Leonard	Taber, Alberta
Simmons, Walter	Copper Cliff.
Simpson, Edward	Brampton.
Skinkle, George	Warkworth.
Smith, Joseph	London.
Steele, Frederick	Perth.
Thompson, William G.	Toronto.
Treneer, Herbert	Kingston.
Valiant, Horace	Toronto.
Vance, Frank	Toronto.
West, Lionel	Galt.
White, Harry	Swansea.
Wilkinson, Byron	Sarnia.
Wilson, Roy	Brockville.
Wisner, William	Schomberg.
Yarocki, Harry	Garland, Manitoba.
Ash, Rachel	Sarnia.
Barr, Janet	Ancaster.
Bickerton, Gladys	Navan.
Branston, Ethel	Hamilton.
Bullock, Eva	Woodstock.
Catling, Nellie	Cockburn Island.
Conybeare, Nettie	Innerkip.
Crawford, Annie	Strathroy.
Cuneo, Mary	Earlscourt.

PUPILS REGISTERED IN SESSION 1907-08. *Concluded.*

Name.	Residence.
Curry, Catharine	Toronto.
Davidovitz, Esther	Hamilton.
Davison, Winifred	Griersville.
Deschenes, Louise	Bonfield.
Doherty, Marguerite	Peterborough.
Duciaume, Eva	Rockland.
Elliott, Isabel	Elkhorn, Manitoba.
Foster, Olive	Chatham.
Fox, Irene	Walkerville.
Fruiter, Pearl	London.
Hawley, Doris	Winnipeg, Manitoba.
Hepburn, Alice	Port Elgin.
Hepburn, Harriet	Port Elgin.
Hewison, Betsy	Toronto.
Johnston, Charlotte	Guelph.
Johnston, Eva	Glencoe.
Kaufman, Blanche	Ridgetown.
Kight, Grace	Ottawa.
Liggett, Margaret	Indian Head, Sask.
Macpherson, Mary	Oso Station.
Marsh, Mary	Holland Landing.
McCannan, Beatrice	Kenora.
McEwen, Geraldine	Radisson, Sask.
McPherson, Helen	Arkona.
McQuade, Ethel	Stratford.
Meehan, Laura	Toronto.
Miles, Mildred	Toronto.
Munro, Isabel	Woodstock.
Nevin, Pearl	Havelock.
O'Neill, Mary	Hintonburgh.
O'Reilly, Edith	Ottawa.
Patterson, Alma	Brantford.
Rooke, Emma	Dereham Centre.
Routley, Elsie	Toronto.
Sage, Edna	Fanshawe.
Sage, Verna	Fanshawe.
Speers, Edith	Griswold, Manitoba.
Spicknell, Letitia	London Junction.
Squair, Ethel	Williamstown.
Stearns, Sarah	Ottawa.
Stephenson, Muriel	Collingwood.
Stevens, Ethel	Peterborough.
Stickley, Alice	Toronto.
Thompson, Gladys	Toronto.
Thompson, Teresa	Hamilton.
Thomson, Victoria	Ottawa.
Wilcox, Catharine	Toronto.
Wolsey, Esta	Toronto.
Wyld, Gretchen	Wetaskiwin, Alberta.

NEW PUPILS AT OPENING OF SESSION, 1908-09.

Name.	Residence.
Bartley, Alonzo	Edgar's Mills.
Bartley, Lyman	Edgar's Mills.
Garlick, Walter	Ottawa.
Graham, Glen (re-adm)	Birnam.
McDonald, Norman "	Mitchell.
O'Donnell, James	Lanark.
Porte, Aquila (re-adm)	Aylmer.
Rees, Walter	Steelton.
Brooks, Ruby	Bluevale.
Heaphy, Norah	Ottawa.
Henrich, Evelyn	Brantford.
James, Gertrude (re-ad)	Waterford.
Lansdowne, Norah	Toronto.
McLeod, Lily (re-adm)	Webbwood.
McQuade, Ethel "	Stratford.
Miles, Mildred "	Toronto.
Miller, Susan	Gravenhurst.
Muntz, Eva (re-adm)	Vegreville, Alberta.
Quinn, May	Hillside.
Slough, Grace	Fenwick.
Wright, Elsie	St. Catharines.

ENTERTAINMENTS.

The regular Tuesday night entertainments by the pupils were continued during the session of 1907-08, five boys and five girls being called upon, in the order in which their names appear on the roll, to provide the programme for each evening. Thus all the pupils, from the youngest to the oldest, obtain some experience in appearing before an audience, and the programmes usually contained a pleasing variety of instrumental music, songs, recitations, addresses and dialogues. The teachers willingly gave such help as was asked for, both in selection and in preparation. On several occasions, special features were introduced. A boy having recited Tennyson's "Charge of the Light Brigade," Richard Henderson, another pupil, was asked to give an address on the circumstances connected with the famous "Charge." This he did on the succeeding Tuesday, starting with the persecution of the Greek Christians by the Turks as the cause of the war, describing the campaign in the Crimea which ended with the fall of Sebastopol, and going minutely into the details of Lord Cardigan's famous, but useless, ride of half a league to the Russian guns. On another Tuesday evening, Eva Johnston recited

Southey's "After Blenheim," and Grace Kight gave an address on the battle of Blenheim and the career of the Duke of Marlborough, with incidental reference to the claim of the Duke of Anjou to the Spanish throne and the indignation of William III. against Louis XIV. for acknowledging the exiled Stuart as King of England. One evening the programme included the singing of Burns' "Scots Wha Hae" by John Nicolson, followed by an address by the same pupil on the Battle of Bannockburn, the preparation of which involved considerable historical research. Joseph Boudreault on another occasion sang "The Marseillaise" and gave an entertaining sketch of the career of Napoleon Bonaparte. Pearl Nevin, who lives at the town of Havelock, told the story of the founding and growth of that town and added a biographical sketch of Sir Henry Havelock in whose honour the town was named, with an account of the relief of Lucknow, embellished by the reading of "Jessie's Dream." Eva Bullock, who resides at Woodstock, contributed a history of her home town. Alice Stickley gave a very instructive address on Champlain's Career in Canada, a chorus of girls singing "Canada, Land of My Heart's Adoration." Some of these pupils wrote out their addresses and committed them to memory. Others collected their facts, arranged their notes and delivered their addresses extemporaneously. All agreed that the exercise was beneficial to the speakers, and a lot of useful information was thus conveyed to the pupils. One Tuesday evening was occupied by the Principal, who gave an account of a visit to New York, including an inspection of the quarters of the New York Association for the Blind presided over by Miss Winifred Holt, at 118 east 59th street, New York, and of the Industrial Home for the Blind, under the management of Mr. Eben P. Morford, at 512 Gates Avenue, Brooklyn. The teachers contributed one evening's programme, which contained essays by Mr. Roney and Mr. Green, songs by Miss Lee, Mr. Usher, Mr. Andrews and Mr. Wickens, recitations by Miss Walsh and Mr. Gardiner, a reading by Miss Rae and a piano solo by Miss Harrington.

Thanksgiving Day and Hallowe'en were both celebrated on October 31st, bringing scores of visitors to the Institution. In the evening the pupils entertained one another and some of the visiting friends in the music hall with a programme upon which were the names of several new pupils, making their first appearance on the platform. An hour and a half was pleasantly spent in listening to recitations by Albert Lott, Mary Cuneo, Eva Johnson, Leslie Ross, Harriet Hepburn, H. F. Gardiner, Orville Frayne, Ethel Squair, Leonard Paul, Edith Speers; songs by William Thompson, Walter Simmons, Emma Rooke, Louise Deschenes, John McDonald, Frederick Steele, Elsie Routley, Roy Wilson; a vocal solo by Isabel Elliott and piano solos by Sarah Stearns, Lloyd Burgess and others.

The junior girls of the Institution, who had been trained in their parts by some of their older fellow pupils, gave a concert on November 26th. It began with a Welcome Chorus, with Emma Rooke as accompanist. Then followed recitations: "The Flowers," by Rachel Ash; "We are Seven," by Ethel Squair; "Setting the Table," by Betsy Hewison; "The Women's Crusade," by Edith Speers; "Dorothy's Must Nots," by Doris Hawley; "The Child that Wouldn't Say Please," by Olive Foster; "Miss Fidget," by Mildred Miles; vocal solos: "The Tree loves Me," by Gladys Bickerton; "It Comes from the Forest," by Elsie Routley; "Voir Tout en Rose" (in French), by Eva Duciaume; "The Angel's Gift," by Isabel Elliott; "After the War Is Over," by Emma Rooke; "The Letter is for my Papa," by Gladys Thompson; piano solos: "Cradle Song," by Blanche Kaufman; "A Curious Story," by Mary Marsh; "The Pet Waltz," by Ethel Stevens; "L'Etude," by Ethel

McQuade; "Normandy," by Sarah Stearns; "The Dream of Love," by Beatrice McCannan; a kindergarten song, "Rock-a-Bye Baby"; dialognes, "The Magic Box," by Esther Davidovitz, Winifred Davison, Nellie Catling, Laura Meehan, Nettie Conybeare, Harriet Hepburn and Irene Fox; "Three Little Helpers," by Gladys Bickerton, Geraldine McEwen and Mary O'Neill; a quartette, "The Happy Family," by Pearl Fruiter, Marguerite Doherty, Muriel Stephenson and Teresa Thompson; Choruses: "Indeed We Do," "The Land of the Maple," "Santa Claus" and "Good Night." At the conclusion of the programme a vote of thanks to the girls was moved by Thomas Kennedy, and seconded by Joseph Boudreault, after which all joined in singing "God Save the King."

The Christmas Tree entertainment on the evening of December 25th was, as usual, made memorable by the distribution of presents to all in attendance. The following programme was presented:—

Organ solo, "Offertory," Louise Deschenes; recitation, "The Last Hymn," Elsie Routley; song, "The Colored Band," Roy Wilson; recitation, "Santa Claus' Reproof," Margaret Liggett; piano solo, "The Midnight Fire Alarm," Beatrice McCannan; song, "Old Uncle Ned," Roy Goldie; piano solo, "The Echo of Lucerne," Sarah Stearns; song, "Annie Laurie," John McDonald; recitation, "Kindness," Harriet Hepburn; "Christmas Carols," by the chorus of girls, Beatrice McCannan, accompanist; piano solo, Mazurka (two step), Horace Valiant; piano solo, "Marseillaise," Jean Chatelain; song, "The Holly," Elsie Routley; piano solo, "Spring Song," Pearl Nevin; recitation, "Christmas One Hundred Years to Come," Edith O'Reilly; song, "The British Navy," Isabel Elliott; piano solo, "In a Gondola," Irene Fox; chorus, "Stein Song" solo by John Nicolson; organ solo, "Melody from Mozart's Sonata in A," Horace Valiant.

These entertainments were of a sort of family character, no general invitation being given to the public to attend them, though pupils were permitted to invite their friends. To the more elaborate entertainments given before the Christmas and the Midsummer holidays the public were invited through the newspapers, and on each occasion the attendance was large. The programme at the Christmas concert, held on December 19th, 1907, follows:

Organ ..... Overture "William Tell" ..... *Rossini*
LOUISE DESCHENES

Chorus ..... (*a*) "Santa Claus"; (*b*) "The Pop-Corn People" ..... *Gaynor*
KINDERGARTEN CLASS

Recitation ..... "Two Little Stockings" ..... *Sarah K. Hunt*
GLADYS THOMPSON

Song ..... "The Raft" ..... *Pinsuti*
JOHN NICOLSON

Piano ..... "Duetto" ..... *Mendelssohn*
CATHARINE CURRY

Recitation ..... "When Christmas Comes" ..... *Margaret Sangster*
MILDRED MILES

Part Song ..... "Robin Adair" ....
CHORAL CLASS

Organ ... First Sonata, Op. 42 (Largo, Allegro, Pastorale, Finale) ..... *Alex. Guilmant*
CHARLES DUFF

Recitation ..... "A Christmas Carol" ..... *J. G. Holland*
MARY CUNEO

Piano ..... "Shepherds All and Maidens Fair" ..... *Nevin*
MARGARET LIGGETT

Song and Chorus ..... "The Knights" ..... *Gaynor*
TERESA THOMPSON AND KINDERGARTEN CLASS

Recitation ..... "The Bicycle Ride" ..... *James Clarence Harvey*
ROY WILSON

Two pianos ..... "Pique Dame" ..... *Suppe*
EVA JOHNSTON AND HELEN MCPHERSON
ETHEL MCQUADE AND MARGARET LIGGETT

Song ..... "I Fear no Foe" ..... *Pinsuti*
JOSEPH BOUDREAULT

Recitation ..... "Christmas One Hundred Years to Come" ..... *L. Eisenbeis*
EDITH O'REILLY

Piano ..... "Etude" ..... *Moscheles*
HORACE VALIANT

Part Song ..... (*a*) "Silent Tide" ..... *Pinsuti*
(*b*) "The Broken Pitcher" ..... *Caldicott*
CHORAL CLASS

Two Pianos ..... "Slavonic Dance" .....
EVA BULLOCK AND VICTORIA THOMSON

Recitation ..... "Bob Cratchit's Christmas" ..... *Dickens*
ISABEL ELLIOTT

Song ..... "Erl King" ..... *Schubert*
THOMAS KENNEDY

Organ ..... Russian National Hymn, Concert Variations Opus 2 ..... *A. Fryor*
HERBERT TRENEER

Part Song ..... "Good Night" ..... *Pinsuti*
CHORAL CLASS

GOD SAVE THE KING.

The following report of the summer concerts is taken from the *Brantford Courier* of June 16th, 1907:

Owing to the large number of advanced pupils who are completing their course at the Ontario Institution for the Blind this term, it was deemed advisable to give two closing concerts, the first of which was held on Friday evening, June 12th, and the second on Monday evening, June 15. Happily the weather was cool, and the large audiences enjoyed the long performances without discomfort.

Principal Gardiner, in opening the proceedings, mentioned that programmes had been printed in ink for the sighted, and in New York point for the blind, so that both classes could know what was coming next. The pupils had just completed a strenuous week of literary examinations, preceded by a week of musical examinations, and he would not delay the work of the evening by giving his customary resume of the achievements of the session.

The opening number on the piano was Weber's "Concert Stueck" with orchestra accompaniment, by Miss Louise Deschenes, of Bonfield, who later in the evening played Beethoven's "Sonata C-sharp Minor" and an "Etude" by Mendelsohn, showing, as did other performers on the piano, a thorough grasp of the compositions, and a thoughtful, brilliant interpretation of the music of the old masters. Miss Eva Bullock, of Woodstock, in her first appearance, played Henselt's "If I were a Bird" and Chopin's "Ballade, Op. 47," and later Chopin's "Polonaise, Op. 22," with orchestra accompaniment, being rewarded not only by the applause of the audience, but also by a couple of magnificent bouquets from admiring friends. Miss Alice Stickley, of

Toronto, who has on several previous occasions assisted at O.I.B. concerts, played with great acceptance, Liszt's "Love Dreams" and Chopin's "Military Polonaise," and a part of Beethoven's "Concerto C Minor" with orchestra accompaniment, the other part being taken by Miss Victoria Thomson, of Ottawa, who also played Schubert's "Impromptu," and Kargauoff's "Valse Caprice Op. 16" with grace and accuracy. The other instrumental numbers were Leschetizky's "Two Larks" on the piano by Miss Grace Kight of Ottawa, always a favorite performer at Institution concerts, and Rossini's "William Tell" on the organ by Charles Duff, who sustained his reputation as a musical genius and received a flattering compliment from the enthusiastic audience, who recognized the thoroughness of the training which had produced such results. The Darwen orchestra, with Miss Edith Harrington at the second piano, accompanied most efficiently the different concertos, Mr. Norman Andrews, the musical director of the Institution, conducting throughout.

Vocal solos were contributed by Miss Isabel Elliott of Elkhorn, Man., who sang "Angels' Serenade" by Braga, with violin obligato by Mr. W. Darwen, receiving deserved applause; Mr. Joseph Boudreault of Ottawa, who appeared to his usual advantage in Stuart's "Bandalero," and Mr. John Nicolson of Bruce Mines, whose fine tenor robusto voice brought out all the excellences of Barker's "White Squall." Had encores been permitted these soloists would have been recalled.

The work of the choral class included Barnaby's "Sweet and Low" and Bridge's "The Flag of England"—which had been commended by Sir Frederick Bridge himself on the occasion of his visit to the Institution a few weeks previously—with obligato soprano by Miss Ethel Leinster, and the closing number "Calm be thy Slumbers" by Bishop. The tone, expression, attack and ensemble were all that could be desired.

Before the singing of God Save the King, the principal called attention to the welcome presence of many former pupils of the Institution, of several relatives of the pupils who had taken part in the programme, of His Worship Mayor Bowlby and of Rev. Mr. Harvey, who had been a faithful and valued friend of the pupils and teachers.

Both these gentlemen responded in brief but appreciative addresses.

Monday Night's Concert.

The programme presented at last evening's concert differed from that of Friday evening in one important respect. Mr. Herbert C. Trencer, of Kingston, played two full graduation programmes, one on the piano and the other on the organ. His piano selections included Beethoven's "Waldstein Sonata," Chopin's "Polonaise C sharp" and Mendelssohn's "Concerto G Minor," the last with orchestra accompaniment. On the organ Mr. Trencer played Bach's "Toccato and Fugue D Minor," Wagner's "Lohengrin," Guartier's "Staccato" and Fryer's "Russian National Anthem with Variations." In Wagner's prelude the possession of an excellent knowledge of registration was demonstrated, and in all his numbers he showed well developed manual and pedal technique. Mr. Trencer is the first blind student to graduate in organ, but his success with that instrument did not overshadow his piano performances. Mr. Thomas B. Kennedy, of Guelph, played Chopin's "Etude C Minor," Hummel's "Sonata Op. 13," and the Andante Presto part of Mendelssohn's Concerto, showing brilliant execution, and correct interpretation in his numbers. He also sang "The Raft" by Pinsuti with good expression, his fine baritone being much admired. Other vocal num-

bers were "Arm, Arm, ye Brave" by Mr. Joseph Boudreault, and "The Green Hill" and "The Toilers" by Mr. John Nicolson. The choral class sang Caldecott's "Little Bo Peep." All the performers were applauded. The Darwen Orchestra, with Mr. Andrews at second piano, accompanied the concerto. A feature of the instruction given at the Institution is that all the pupils are taught the art of accompanying. As a whole, the second concert was thoroughly enjoyable, and many compliments were paid to Mr. Andrews, the musical director, to Miss Moore and to Miss Harrington for the excellence of their work.

At the conclusion of the programme, the certificates obtained in the Toronto College of Music examinations were presented by the principal to Pearl Nevin, Margaret Liggett, Eva Johnston, Horace Valiant, Joseph Boudreault and Chas. Duff, and his two graduation diplomas were presented to Herbert C. Treneer by Mr. W. Norman Andrews. The proceedings closed with God Save the King.

At intervals throughout the session, several of the male pupils sang and played by invitation at entertainments and in churches in the city, and one of them, described in the *Parkhill Post* as "Master Charles Duff, a most talented boy pianist from the Ontario Institution for the Blind at Brantford," took part in a concert in that town, the Parkhill paper reporting that:

"Master Duff, who is but a lad of 15 years, displayed a wonderful talent as a pianist and was recalled after each of his numbers. He combines a most sympathetic musical temperament and intelligence with an ample technique and the result is most satisfying. Mr. E. A. Humphries, who was for seven years musical director at the O.I.B., and the teacher of Master Duff, was the accompanist of the evening."

Three of the pupils gave a concert at Barrie, which was thus reported by the *Barrie Examiner*, of April 23rd, 1908:

The entertainment given in St. Andrew's Church, Thursday night, by the blind students was a revelation to those who attended, and kindled a very lively interest in the work of the Brantford Institute. Herbert Treneer, a youth of seventeen, who has been blind from birth, proved himself a most competent pianist and organist, playing a variety of selections, including some very difficult ones, with rare interpretation, rich expression and brilliant technique. Considering the terrible handicap under which he labors, Mr. Treneer's skill is marvellous. Mr. John Nicolson, the tenor soloist, is a young Scot who lost his sight of both eyes in a mine explosion six years ago. He has been singing only about a year, but he gives excellent promise. His upper notes are particularly good and he sings with splendid spirit. "Wi' a Hundred Pipers" showed his voice and style to best advantage and was enthusiastically encored. Roy Wilson, the elocutionist, gave two lengthy selections that showed careful preparation with special attention to enunciation. Prof. Andrews of the Brantford Conservatory accompanied the party and gave a short address on the work of the Institute, where the blind are cared for and educated free of charge. Altogether the concert was one of exceptional interest and a warm welcome will be given the young men should they return.

Two entertainments were given to the pupils in the Music Hall of the Institution by choirs from the city. The *Brantford Expositor* of April 29th, 1908, reported that the united choirs of the Wellington Street Methodist and Congregational churches, reinforced by the Darwen orchestra, all under the leadership of Mr. Thomas Darwen, visited the Ontario Institution for the Blind last evening and presented an excellent programme for the entertainment of the pupils and staff. The opening number was a chorus "Unfold Ye Por-

tal," followed by an organ solo "Suite Gothique," by Mr. Darwen. The quartette, "Nearer, Still Nearer," Misses Whittaker and Secord and Messrs. Styles and Kerr, was splendidly rendered, as was the duet, "I Live and Love Thee," Miss Armstrong and Mr. Styles. Miss Whittaker sang a solo, "The Making of the Hay," and with Messrs. Styles and Kerr she took part in the trio, "Praise Ye." Miss Gladys Garvin sang "The Only Days" very prettily, and Mrs. Zinn displayed her magnificent voice in a duet with Miss E. Burns, "Love in May." Other choral numbers were "The Radiant Morn," "I am Alpha and Omega," "Send Out Thy Light," and Mozart's "Gloria in Excelsis," for a finale. The Darwen orchestra contributed three numbers and Mr. Darwen played "Romance" on the piano. Never has an hour and a half been more delightfully passed at the O.I.B. than in listening to this fine programme. At the conclusion Principal Gardiner expressed the thanks of the pupils and teachers for the entertainment and invited the visitors to come again. Light refreshments were served in the teachers' parlor to the members of the choirs.

On June 2nd, the choir of St. Andrew's Church, under the leadership of Mr. S. Percy Davies, presented the following programme:

"Hail Smiling Morn," The Choir; song, "Tom Bowling," J. Haworth; reading, "The Baseball Game," Miss McLean; "Ave Vernow," The Choir; song, "Farewell to Summer," Mr. Crooks; "Eldorado," The Choir; song, "I Know a Lovely Garden," Miss Howie; piano duet, "Parting March," Misses Moffat; "Hark, Hark, My Soul," The Choir; song, "The Deathless Army," Mr. McGregor; reading, "Lasca," Miss McLean; song, "Were I a Gardener," Miss Gilmore; "Breathe Soft Ye Winds," The Choir; song, "Lend Me Your Aid," Mr. Crooks; "Lead Kindly Light," The Choir; God Save the King.

These visits from friends and well-wishers in the city are much appreciated by all connected with the Institution, both for their social and their educational value, and we hope to have many more of them in the years to come.

After Leaving School.

The success of several of last session's pupils, who started in promptly to do something for themselves, is very gratifying. One parent in the west wrote on September 20th to express his pleasure with the progress made by his daughter, adding: "We think she has done excellently, and we most sincerely thank you, and all who work under you for the kindness shown, tuition given and results attained." He describes three concerts given by his daughter during the vacation which, although obstacles of season and weather had to be overcome, netted more than $67.00.

A young man wrote from Ottawa, that he had taken part in several concerts, he had eight pupils in vocal music, with good prospects for an enlargement of his class, and he expected to give a recital in the fall, with the Principal of the O.I.B. in the chair.

The *Bruce Mines Spectator* of Aug. 28th reported that the concert given by Mr. John Nicolson, who was a pupil up to the end of last session, was a decided success, and that Mr. Nicolson had wonderfully improved since his last appearance in Bruce Mines. The proceeds amounted to $41.00.

The *St. Joe Herald* of Aug. 27th contained an appreciative paragraph about a concert given by Mr. Nicolson at Richard's Landing on St. Joseph's Island.

Mr. Nicolson took part in a concert at Eglinton with Herbert Treneer just after the closing of the school in June, and later in the season he gave a

series of concerts in the towns and villages of Northern Ontario, which netted him a good living wage after defraying all expenses. He writes a good, cheerful letter and is confident of his ability to make his way in the world.

Another ex-pupil writes that he is building up a good business as an osteopathist.

The *Ottawa Citizen* of July 7th contained a very generous notice of the appearance of one of the O.I.B. pupils in the ranks of Ottawa's teachers of music, from which the following is extracted:

"A blind girl, Miss Grace Kight, has lately returned from a 15 years' course spent in training at the Brantford Institute for the Blind, and guarantees to teach pupils music up to the point where they may take an intermediate examination. Miss Grace Kight resides at 79 Eccles street. She has been blind from birth and has spent the greater portion of her life in the Brantford school.

"Miss Kight holds four honor certificates from the Toronto College of Music, two for first and second year theory, and two for first and second year piano. She plays with good expression and with great precision. She starts her pupils with a book describing and depicting the forms and signs of music, and in her teaching work is well able to make the pupil forget her teacher's affliction of blindness. One of her pupils, Miss Eva Cowan, is making splendid progress, and her work is an excellent tribute to Miss Kight's efficiency. Besides her ability to play the piano, Miss Kight has other accomplishments which are not always possessed by those who are not handicapped by her affliction. She is a splendid performer upon the pipe organ, and also plays the auto-harp, while at the typewriter her work is quite astonishing. Recently she was timed while writing the alphabet which she rattled off in seven seconds. Miss Kight is very bright and intelligent, and makes light of her blindness. To a *Citizen* reporter she explained her method of teaching music in a very business-like way, and played a difficult composition without hesitation or apparent difficulty. Two other young Ottwa girls, Miss Edith O'Reilly, of 40 Sophia street, and Miss Annie V. Thomson, of 295 Nicholas street, were pupils at the Brantford Institution last term. Miss Thomson also intends teaching music in Ottawa."

The Kingston papers of September 15th gave good reports of a concert by O.I.B. pupils, the *Whig* stating that "fully three hundred people were gathered in St. George's Hall on Monday evening when a concert was given by the blind artists, Herbert C. Trencer, Kingston, Roy Wilson, Brockville, and Joseph Boudreault, of Ottawa. These three young men—none of them over twenty-four years of age—have all suffered from the loss of their sight, but their work is really marvellous. Mr. Trencer needs no introduction to Kingston music lovers as his playing has been enjoyed by many large audiences in the city. His playing on this occasion was a great surprise to the large number present. He played the most difficult compositions with perfect ease, and one to hear him could not realize that he was not in possession of his sight. Mr. Wilson is an elocutionist of rare ability, his many numbers being greatly enjoyed. He gave three recitations 'The Bicycle Ride,' 'The Whistling Regiment' and 'The Cremation of Sam Magee.' Mr. Boudreault possesses a sweet baritone voice, of which he has perfect control. His best number was 'The Palms,' sung in French, by special request of one of the ladies present. These three young men have been giving a series of concerts in the west and have met with great success. Their work has been a wonder to all who have listened to them while they have been on tour. The chair was occupied by Rev. Canon Starr, of St. George's Cathedral."

Teaching Staff Notation to the Blind, O. I. B., Brantford.

The *Brockville Recorder* of September 8th reports a concert in that town by the same pupils, describing Joseph Boudreault as a baritone soloist of considerable reputation and teacher of vocal music in the capital, and adding: "He possesses a soft, clear, sweet voice, always under perfect control, and his singing was a signal for considerable applause. The piano selections of Mr. Herbert Treneer, of Kingston, showed careful training and thorough mastership of the instrument. Mr. Treneer is a young man and intends shortly to leave for Germany to finish his musical education. Brockville's representative, Roy C. Wilson, is an elocutionist and those who heard him were agreeably surprised. He has ability and with financial assistance which he hopes to secure during the coming autumn months will finish his course at the Toronto Conservatory of Elocution. To-night the young artists appear in Cardinal, to-morrow night at Iroquois and Wednesday evening at Morrisburg. Councillor A. M. Patterson presided."

The following pupils passed the Toronto College of Music examinations:

Diploma (piano), Herbert C. Treneer.
Diploma (organ), Herbert C. Treneer.
Third year piano, first-class honours, Herbert C. Treneer.
Third year piano, first-class honours, Horace G. Valiant.
Second year piano, first-class honours, Charles Duff.
Second year piano, honours, Margaret Liggett.
Second year piano, pass, Eva Johnston.
First year piano, first-class honours, Ethel McQuade.
First year piano, honours, Pearl Nevin.
Third year organ, first-class honours, Herbert C. Treneer.
Second year organ, first-class honours, Charles Duff.
First year organ, first-class honours, Charles Duff.
Second year vocal, honours, Joseph E. Boudreault.
First year vocal, first-class honours, Joseph E. Boudreault.
First year written harmony, first-class honours, Charles Duff.
First year written harmony, first-class honours, Margaret Liggett.
First year written harmony, first-class honours, Horace Valiant.
First year piano harmony, honours, Margaret Liggett.
First year musical history, first-class honours, Horace Valiant.
First year musical history, first-class honours, Margaret Liggett.
First year musical history, first-class honours, Charles Duff.

During the summer vacation the pipe organ in the Music Hall was overhauled and repaired.

Piano Tuning.

Seventeen pupils received instruction in piano tuning during the session from Mr. Usher. Of these, four became qualified to take situations in piano factories, if such had been available; unfortunately the depression in trade had compelled most of the piano manufacturers to reduce their staffs, instead of taking on new hands. Three of these pupils decided to take their chances as custom tuners; two others to do what tuning they could get to do, while depending principally on concert work as vocalists for their living; two others are skilled instrumentalists and will teach or do concert work, with tuning as a side line; one will probably excel as a salesman, another will be debarred by increasing deafness from success as a tuner. Partial outfits were loaned to such of these young men as desired them, with the understanding that, if they should find remunerative occupation as tuners, the return of

the tools would not be asked for. The other eight pupils will continue their study and practice under Mr. Usher. In spite of the temporary set-back due to the depression above referred to, I still regard piano tuning as one of the best trades for a blind man, but success in it requires something more than a good ear. The pupil who begins to study in childhood or early youth is much more likely to become a good tuner than the one who begins in adult years. Then tuning is a gentleman's trade, and the boy who cannot restrain his inclination to scuffle in the dormitories and corridors, who is slovenly in his appearance or rough in his language, must not expect to be trusted in the vicinity of a valuable piece of furniture like a piano; certainly no lady would admit such a fellow to her parlor to tune her piano, however expert he might be. Thus it will be seen that the study of tuning is a privilege involving corresponding duties and responsibilities. With the completion of the new workshop building, I hope to have much more convenient quarters for the tuning pupils, and the contemplated classes in sloyd should assist them in doing repair work. I again recommend the engagement of the tuning instructor for the whole of the school day, instead of half-time, as the younger pupils especially need constant supervision to get from them the best results.

Trades for the Blind.

(From *Von Unsern Blinden*, Vienna, 15th March, 1908).

Although on many sides, and especially by the blind themselves, the cultivation of music is spoken of as being the best means to enable the blind to earn a living, although there is a general desire to open this way for the blind as far as possible, it must be admitted that there are few blind whose talents qualify them for prominence in musical performance, and that blind musicians of mediocre ability in the first place cannot hope to find suitable employment, and, secondly, they incur the danger of being placed in an unworthy position. It is with this as with so many other questions connected with the education of the blind; individuality counts; intellect and talent must be appraised; and consideration must be given to the circumstances in life of the pupil about to leave the Institution; only in this way can be found a suitable educational plan or method.

Looking over the ground, there remain for the great majority of the blind trades and handwork as the most important outlet. Music shall not on this account be disregarded, but it will not be pursued in such a way as to destroy the pleasure in and readiness for work. Experience amply demonstrates that the training of the blind in handwork is in many cases much more difficult than education for a musician is, because of the fact that the blind person feels himself strongly attracted to the music, and he devotes body and soul to it with gladness, believing that he can see therein happiness and a brilliant future, whereas he regards handicraft as something less worthy and naturally less pleasant. For this reason blind children from their earliest youth should be taught to like handwork, making them, through occupations at first half play and half earnest, get used to being busy with their hands and training them to a desire and love for active and useful work. In our Institution it is the rule, on this account and also because even the musician has urgent need of it, to train the hands of a pupil at the very beginning of his education. First there are the kindergarten occupations, with alternate play and song, which with the use of the Ergostat and the muscle strengthener accustom the little fingers of the blind children to activity. Sometimes, but not in all cases, we can start clay-modelling along with the Kindergarten

work, to give the blind special material to train and strengthen the hand and give to it ability to distinguish. Hereto are added hand and finger gymnastics with and without apparatus, in cleverly graduated exercises; then follows easy work with wooden staves and wooden models, in which tools such as the hammer, pincers and bodkin are employed. Pupils so prepared come finally into the cabinet-work, where they begin to use a full kit of tools. This is of special importance to basket-makers and piano-tuners, because they require, more than the brush-makers, to be skilful in the use of the bench, the plane and tools in general.

Such a varied course requires from start to finish four or five years and then the pupil is fit to be made acquainted with the real trade. Here also begins a carefully planned graduation in the instruction. The pupil, who enters the workshop at the age of twelve years, will be first employed in a preparatory way on plain, light handles. He gets to know the material, how to use it, the tools, etc. Great care is taken that the pupil shall not be fatigued beyond the limit of his bodily strength. The time for work is measured so as not to damage the organism of youth. The bodily fitness of the young tradesman and the possibility of his progress, the teacher notes for the advancement of his apprentice. After the fourteenth year, though sometimes later, because the abilities and qualifications of the blind are so different, begins the serious training in the trade, which is gradually increased and rendered as intensive as the strength of mind and body permits. Thus the love of the blind youth for his trade is stimulated. As soon as the pupil becomes skilful, his work is rewarded with wages. The pupil is a wage-earner. And the wages are not scanty; in the course of time he can save a sum that will be serviceable to him in his effort to attain independence. In the sesison of 1906-07, some apprentices who spend a large part of their time in the workshop earned considerable money. Such are Gottlieb Kikel who earned 52 K 42 h ($10.50). Rager, although he is not yet through as a basket-maker, earned 45 Kronen ($9.00). These earnings are placed in the savings bank and given to the owner with interest when he leaves the Institution. Among the girls who earned wages by machine-knitting, basket-making and other handiwork are Franziska Drhovsky, who earned 88 Kronen ($17.60). Marie Hackenburg with 74 K ($14.80) and others with various amounts. In this way the training for a trade is done by us. From small beginnings it spreads methodically wider, till we can say that the pupil is able to earn his living, at first with some help and later quite independently. The workshops in the Institution are school workshops; we do not want to have thousands of brushes, etc., made, out of which to obtain profit; we do not force or tie the young pupils to the work-bench, to spend the whole day under great exertion or strain. We maintain that it is of inestimable importance to give to the young blind, besides education, bodily fitness and health. With this idea we work for the greatest good of every one of the pupils in our Institution. Long years of experience have shown us that this is a good way, serving the purpose and bringing the best results.

Kindergarten and Primary Department.

There were twenty pupils in Miss Lee's Kindergarten class, to about three-fourths of whom she taught Spelling, Scripture, Arithmetic and Reading in the forenoons, the other fourth going to other teachers for these subjects, and all of the little ones going to Miss Walsh for their Geography lessons. For the reasons mentioned in last year's report the children were taught the New York point letters from the beginning, instead of learning the embossed line letters first, as had been the custom in previous years. The

afternoons were devoted to Kindergarten work proper, with satisfactory results. Part of the time was given to songs, games, stories and memory pieces by the children, and the rest to practical kindergarten work with the fingers, with lessons in Gifts or building blocks; sewing on cardboard, weaving of paper mats, paper folding, chain making, pasting, raffia work and similar occupations. Miss Lee reports that the children of this school accomplished everything that the sighted pupils of the Public School Kindergartens accomplish, except drawing, water-color or colored crayon work and a few of the games. To encourage the children in their pleasant labor, which is presented to them in the form of play, the products of their work have been mounted in neat folios, to take home with them, and they have taken wonderful pleasure during the session in doing the work, to say nothing of the pride and satisfaction with which it will be exhibited to the parents and friends at home.

Domestic Science.

In her report to the Principal, Miss Lee says that, owing to the fact that our school immediately settled into the general routine of work, and the weather conditions being favorable at the beginning of the session of 1907-08, the classes in Domestic Science were started early, and instead of one class we were able to have two classes, which did fairly good work. Each pupil was given in turn the opportunity to do general housework, such as washing dishes, sweeping, dusting, scrubbing the floor and tables, besides scouring the kitchen sink and the kitchen knives and forks, keeping the stove blackened, and general cooking. To the majority these tasks constituted a novel experience, they being unaccustomed to even such a simple thing as holding a broom correctly. As for scrubbing, the prospect looked bright, owing to the novelty, but experience dispelled these rosy hues—except in the color of their cheeks—by the time the work was accomplished. To be neat, orderly and clean about the doing of housework are essential points, and though the space in our Domestic Science kitchen is limited, we managed each day to leave it in an orderly condition. In doing the practical cooking the classes were given simple dishes suitable for each meal in the day, such as soups, vegetables, meats, puddings, pastry, cakes, biscuits, scalloped dishes, omelets, poached eggs, cream puffs, etc. They were also shown the proper way to make cocoa and coffee. One day each week was devoted to lectures in theory, when the subjects of food economy, nutrition, cookery—with its time-tables, whys and wherefores—were taken up, with the recipes for the different dishes cooked in class, as well as many other practical recipes for future use. Miss Lee suggests in conclusion that as this subject, like many others in the education of the blind, requires much practice, it would be wise for the parents of our girls to allow them to help in the general routine of work in the home, even though their work should for a time need special supervision. During the past session she took pains to compare the girls who had come from homes where they were allowed to help with those who had been encouraged by their mothers to consider themselves helpless and born to be waited on, and she was more than impressed with the desirability of training even the youngest children to be self-helpful and useful to others, notwithstanding their blindness.

Knitting.

Miss Haycock, who has charge of the knitting room, reports that her classes during the session of 1907-08 were smaller than in former years, with

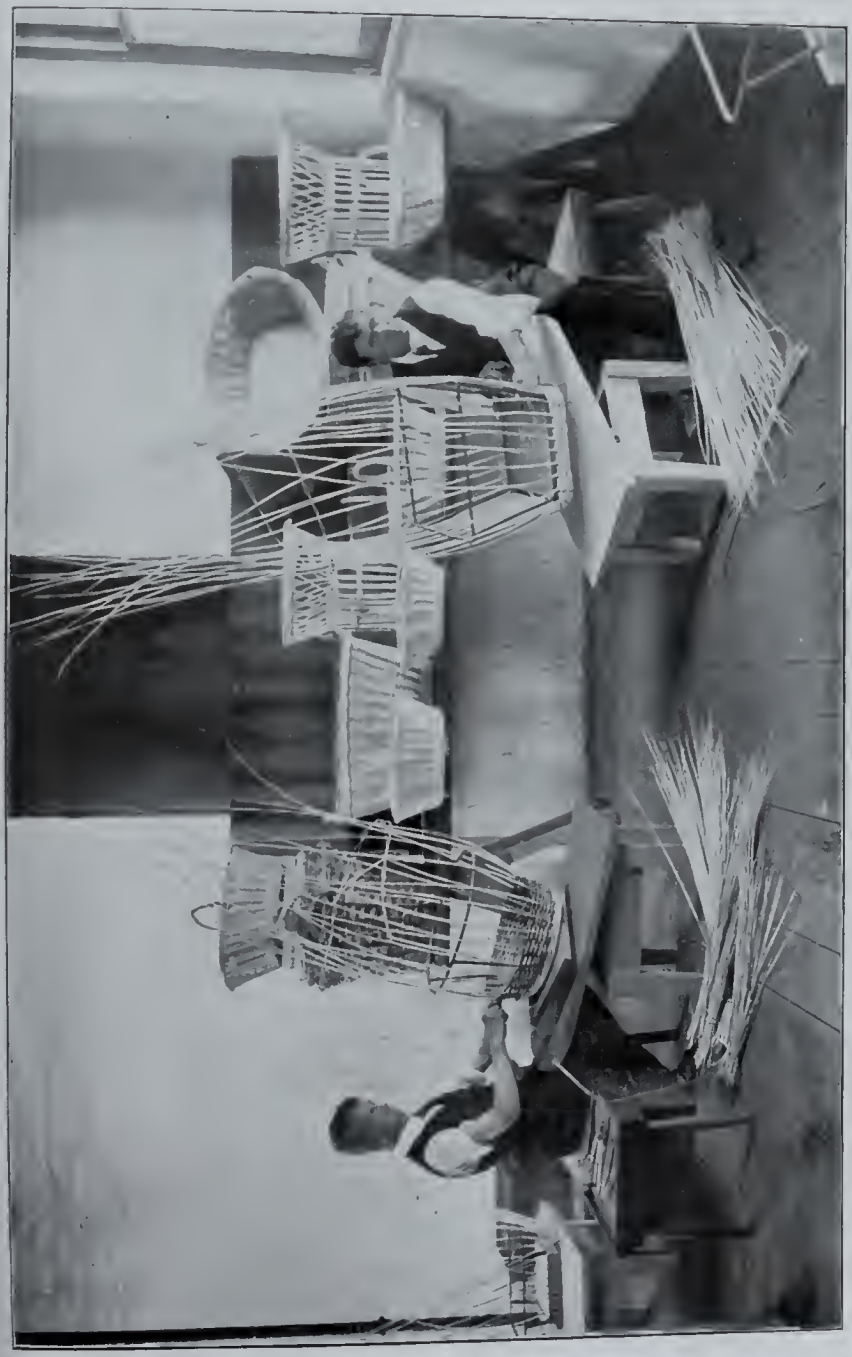
the exception of the class from 3.15 to 4 p.m., when the room was usually filled. This, I may explain, was due to the decision that several of the girls should be taught to sew, even though they preferred to knit and crochet. Miss Haycock draws special attention to the work done by six little girls under the instruction of Miss Burke, a blind teacher. their progress being most satisfactory. The list of completed articles made by the pupils in the knitting room is as follows:—11 knitted jackets. 4 crocheted jackets, 24 pairs mittens, 5 pairs gloves, 4 knitted shawls, 2 crocheted shawls. 6 woolen mats, 1 set table mats, 22 pairs knitted bedroom boots, 4 pairs knitted bedroom slippers, 2 pairs crocheted bedroom slippers, 6 fascinators, 5 pairs knitted overalls. 2 knitted neckties, 10 mufflers, 2 knitted baby's hoods, 2 crocheted baby's hoods, 2 knitted pudding-dish covers, 2 knitted cheese covers, 7 pairs bootees, 5 pairs stockings, 3 baby's shirts, 1 crocheted tea cosy, 1 knitted tea cosy, 6 teapot holders, 1 golf coat, 2 knitted skirts.

Bead Work.

Seventeen of the younger girls were instructed in bead work by Miss Alice Hepburn, a pupil teacher. Miss M. Cronk, the Visitors' Guide, instructed a class of twenty-one boys in the making of chairs, napkin rings, jewel cases, baskets, etc., with seed beads, brass wire and crossings for the raw material. One of her pupils made a model of a buggy, composed entirely of beads, with shafts, springs, whiffletree, and every detail down to the steps, which was much admired by visitors. She also had a class of nine girls in cut-bead work, during the latter portion of the session. In the Christmas holidays I visited the offices of the New York Association for the Blind, 118 East 59th street, New York, where Miss Winifred Holt showed me some very beautiful specimens of cut-bead work made by the blind, including electric light shades, necklets, etc. I brought some samples back with me, procured an assortment of cut beads in the various sizes and colors from New York and brass fixtures for the electric light shades from Newark, N.J., and with a little assistance from her sighted friends Miss Cronk soon had a number of elegant models from which to work. She improved upon the samples brought from New York by interspersing glistening cut beads among the seed beads in the fringes, and worked out many new patterns in shades, so that her pupils had a variety of work to begin on. The handy man of the Institution arranged a dozen electric drop lights in the main corridor of the building. with a switch to turn on the light and show the assortment to visitors, and the products of the new industry were much admired by the crowds who saw them during our concert week in June. The work requires time and patience. but the results justify the outlay, for the shades in green, amber, rose, opal and crystal are very pretty and should find a ready market. Incidentally. the bead work is a lesson in counting, as well as an excellent manual training.

Willow Work and Cane Chair Seating.

Eleven boys were instructed by Mr. Donkin in willow basket making and fourteen in cane seating. These pupils were all taking literary work. with periods assigned for shop work. Eighty-four baskets were manufactured and 1,300 pounds of willow were sold, principally to ex-pupils. There was a scarcity of basket willow, almost amounting to a famine, in the country, and many applications for material had to be refused. During the winter, the over-grown willow on the Institute farm, which had been not only



Basket Making, O. I. B., Brantford.

Blind Hammock Makers, O. I. B., Brantford.

useless for many years past, but a positive damage because the grove was a place of resort for loafers, was cut down, and the resulting crop of young willow gives excellent promise. It is expected that there will be plenty of stock not only for any probable enlargement of the manufacture in connection with the Institution, but also to supply the blind men throughout the Province, who work at the basket-making trade. The peeling of the willow will afford agreeable employment to the smaller boys and give to many of them their first experience in useful industry.

So far, Mr. Donkin has confined his instruction to the making of oval and square clothes baskets of various sizes; bushel baskets; open market baskets, and square delivery and butcher baskets. He believes it is best for the blind workmen to specialize their work, and to confine their energies to work that sells freely and affords a fair margin of profit. The time required for a blind man to make a small reticule, which he could sell for forty cents, would suffice to make three large clothes baskets, worth three dollars or upwards

I found on my visit to the Milwaukee shops that Mr. Kuestermann used wooden bottoms exclusively for his baskets, and on applying to him he very kindly sent me an assortment of models, which were successfully imitated by a local carpenter. The wooden bottom adds slightly to the weight of the basket, but it enables the blind workman to increase his output fully 50 per cent., and it assures symmetry in the shape of the basket. The weaving of the basket bottom is the difficult part of the manufacture, on account of the liability of the willow to twist, and the basket with the wooden bottom will outwear the one with the woven bottom. Mr. Donkin approves the use of round cane for basket handles, as being smoother and stronger than willow and easier to make. Making the handle of willow is the *bete noir* of the business, and the handle is generally the first part of the basket to wear out.

Several of the boys became quite expert in chair-caning, which operation gives a useful training to the hands, while the trade has some commercial value, though not much.

Hammock-Netting.

Seventeen pupils were instructed in the making of hammocks and horse-nets by Mr. Lambden. The work of this class was interrupted by the necessity of using the hammock room for hospital purposes during the continuance of the chicken-pox epidemic, but fifteen hammocks and one horse-net were finished, and quite a lot of practice work was done. This is an occupation at which blind girls as well as blind boys can work, and while the remuneration is not great, on account of the competition of machine products, the work is pleasant and there is some profit in it.

Pupils' Work at the Fairs.

At the Central Canada Exhibition, Ottawa, Joseph Boudreault took first prize for a netted hammock; David McCaul took second prize for chair-caning; Edith O'Reilly took second prize for knitting; Grace Kight showed knitted goods, and took first prize for an electric lamp shade made of cut beads; Mrs. McCabe, an ex-pupil, took second prize for bead work.

At the Saskatoon, Sask., Fair, Leslie Ross took first prize for bead work, first for a horse-net, and second prize for a hammock.

Margaret Liggett took prizes at the Indian Head Fair, and Geraldine McEwen, a little girl of ten years, was equally successful at the Radisson, Sask., Fair.

Just before the opening of the National Exhibition at Toronto, an intimation was received from the Department of Education that room would be found for an exhibit of products of the industrial departments of the Institution for the Blind, and a parcel was made up, containing hammocks, willow baskets, specimens of sewing, knitting and crochet work, seed and cut bead work. A better assortment can be provided for the next Exhibition and perhaps a better arrangement secured for displaying the articles.

At the Salmon Arm, B.C., Fair, Anna Hall, an ex-pupil, formerly of Amherstburg, Ont., took first prizes for knitted slippers and crocheted tea cosy. As a result she secured several orders for knitted and bead work.

Printing.

In accordance with my recommendation in the report of last year a small printing office has been provided for the use of the Institution. The type (New York Point on a double-pica body), manufactured by the American Type Founders Co., 270 Congress Street, Boston, Mass., was purchased through the Toronto Type Foundry Co., 70 York Street, Toronto, and the rest of the plant was obtained from the latter company. I had ascertained, while visiting Boston, that the American Type Founders Co. had the matrices for the twenty-six lower-case letters of the New York point alphabet. To obtain all the sorts needed for capitals, punctuation, abbreviations and music characters would have involved too much expense, but a way was found out of the difficulty. All the New York point characters can be made by combinations of the point letters t, i and e, the equivalents of which in ink type are the period, the colon and the inverted period. It was therefore only necessary to obtain a stock of those three letters, with the same sized points but on a thinner body than the ordinary t, i and e, so that when placed together without spacing, the required character could be shown. Thus the narrow i, e, e, t, placed in that order make capital *B;* t, i, i (period and two colons) make lower-case h; e, i, e, i make an interrogation; e, i, t make the abbreviation for *and*; t, i, e, e, make *E half note* in music. In setting the type the printer has to relearn his trade; holding his stick in the ordinary way, instead of placing the type at the left end of the stick he must place it at the right end, and the matter reads in the galley or the form just as it will read on the paper. This is because the type points are punched into the paper, instead of an impression being taken by the application of the paper to a surface of inked type. The laying of the case involved some study. Characters like *q*, *k*, *j*, *x* and *z*, which are not much used in ordinary printing, are very frequent in point music, hence they require larger boxes for point than for ink printing. Then the letter l in point type is as large as the letter m, while the point f is an em and a half wide. On the other hand, the figure and punctuation boxes of the ordinary news case are available for other uses in point, and thus room is found for the thin music type, as the special characters are called for convenience. The capital case answers for the storage of sorts. The ink printer uses two inverted commas to mark the beginning of a quotation. In printing New York point with movable type the use of inverted characters goes much farther. Thus *a* (two dots on the upper row) when inverted gives *n* (two dots on the lower row). An inverted *b* becomes *g*, *c* becomes *p*, *d* is *l*, *e* is *t*, *f* is *u*, *h* is *gh*, *j* is *sh*, *k* is *q*, *m* is *r*, *v* is *y*, *w* is the abbreviation for *the*, *x* is *ou* and

z is *ph*. The proof-reading, by eye, with the dots which compose the letters of exactly the same color as the rest of the paper, and with some of the point letters so nearly resembling other letters, has to be very carefully done; the final test is to submit the proof-sheet to an educated blind person, who will generally discover by touch an *a* for an *n*, or a *t* for an *e*, after the sighted proof-reader has corrected all the mistakes he could find. In the choice of paper I was guided by the advice of Mr. Arthur Jewell, of the Illinois School for the Blind, Jacksonville, and by the example of the American Printing House for the Blind, Louisville, Kentucky. A good quality of ledger paper is used, and seems to be necessary to obtain good results. One point publication, the *Christian Record*, legibly printed on manilla paper, comes to us from College View, Nebraska, but with the manilla used in our school for slate and stylus work I could not get a decent impression, wet or dry. In ordinary printing with ink the press work may not be the best—the ink may be faint on some portions—yet the matter can be read without difficulty by sight; but for satisfactory tactile reading every point must stand out clear and prominent, hence the need for great care in connection with the press-work. Having only a roller proof-press, I found that the best results were obtained by wetting the paper very thoroughly—in fact, soaking it in water—using four thicknesses of woolen blanket between the paper and the roller, and laying the sheets away to dry one by one. The soft blanket allowed the dots made in the wet paper to remain up, and when the paper became dry they would stay up. Sometimes there was a light impression at the edge or in a corner of the sheet, necessitating underlaying and unlocking the form, but usually the press-work, though slow, was well done, and the pupils read the sheets with facility. In July last I visited the American Printing House for the Blind at Louisville, Kentucky, where the printing is done from brass sheets, no movable type being used except for the labels of the books. The kleidographs (key-writers) are operated by women, the press-work is done by men, and both sexes are employed in the bindery. In composing, either with type or machine, the operator must be able to translate the ordinary alphabet into point characters, and, in setting music, to translate the characters on the staff-notation black-letter sheet into the point-print notation. The point letters and music characters are impressed on the brass plate by striking in proper order the keys representing the three basic characters (e, i and t) and the proper space keys. The brass plates are preserved in a fire-proof vault for future use, thus avoiding the necessity of keeping in stock a large quantity of printed matter. I chose the movable type in preference to the brass plate printing machine, because for most of the printing to be done for the Ontario Institution a very small edition (rarely exceeding one hundred copies) is required, and it did not appear wise to make a brass plate which would only be used once. The point printing houses in the United States find a market for their products in the many Institutions for the Blind in that country. The principal object of my visit to Louisville was to inspect the press-work. I found that with the brass sheet and the power press (cylinder) the paper was not wet down to the same extent as I had found necessary with the movable type and proof press; a thick rubber blanket (of which I brought home with me a sample) was used instead of my woolen blanket, and the sheets fell upon one another from the fly without injury to the dots, until removed in piles a couple of inches thick to the drying apparatus, instead of having to be tenderly handled one by one, placed singly on the drying shelf, as I had to do with my saturated sheets. With what I saw and heard at Louisville for a guide, I hope to improve the Brantford printing office and to

increase its usefulness. A subject of controversy at nearly all the meetings of educators of the blind is the relative merits of the Braille and the New York point systems of writing and printing, the claim being made for the Braille that it is better adapted for punctuating and capitalizing. At the several conventions which I have had the privilege of attending, I have taken no part in the discussion of this question, though keenly alive to the advantage of having only one letter system instead of half a dozen for the blind, because the attainment of uniformity does not appear to be within measurable distance, each party in Europe or America being fully convinced that the question can never be properly settled until all the other contestants come to its point of view. Meanwhile, the Ontario Institution has large pupils' and circulating libraries in New York point, has a lot of apparatus for writing and printing that character, and has a large constituency of ex-pupils who have left the school during the past thirty-six years, most of whom can read and write New York point only. In view of these facts we can afford to wait for other people to settle the point in dispute. But by our experience in reading, writing and printing matter for the blind, we are led to the conclusion that capital letters and punctuation marks are more of a luxury than a necessity for blind people. Every newspaper printer knows how the use of capitals and punctuation marks has decreased in his business since the introduction of the linotype, yet the average reader manages to comprehend the editor's ideas. In reading by touch the recurring capital letter is a surprise, and therefore a nuisance, while a wider space will generally serve as an effective substitute for a comma, a semi-colon or even a period. Before printing a concert programme in point for the pupils, I took a vote as to whether capital letters should be used or omitted, and the lower-case party won by a large majority. Professor Fowler says that "in ancient manuscripts capital letters only were used, which followed one another without being divided into words by spaces or into sentences by points. At a later period, nouns always commenced with a capital, as is the practice now in the German language." From nothing but capitals to no capitals at all is quite a transition, but the disuse of punctuation marks is merely getting back to first principles. The Institution can give constant employment to a printer—when one can be found or trained to translate letter-press and music, set the type, make up forms and do the press-work as described above—working on songs, hymns, recitations, programmes, music, etc., and I hope in time to turn out point editions of most of the Ontario Public School books, beginning at the new Readers. Visitors to our printing office almost invariably inquire, Can the blind do this work? Yes, but not economically. The Institution printing office is designed as an aid to the educational work of the school, and not as a means of teaching a trade for the blind to use in earning a living. A blind man can hold a stick in one hand and find his way to the boxes in the printer's case with the other. But he has to pick up a piece of type and feel around for the nick, whereas the sighted typesetter sees the particular piece of metal he intends to grasp and lifts it in such a way that it drops into his stick, nick out, automatically. Then the sighted typesetter glances at the copy against the cap. case, and takes in the next phrase, without retarding the motion of his hand from box to box, whereas the blind typesetter must stop setting to find the place on the copy sheet and use one hand to read the words he intends to set next. In spacing out the line the advantage is all on the side of the printer with sight, and in the event of making "pi" the blind printer could hardly fix the matter without sighted assistance. For the blind printer the copy must be written or printed in point, whereas the sighted

printer can use, and in fact will always prefer (on account of the smaller strain upon his eyes), to set from ink copy. It takes about as much time for a sighted person to dictate to a blind person writing with a stylus as it would take that sighted person to set the type from the ink copy. These are sample reasons why printing for the blind is a seeing man's job. Guided by specimens from the Illinois and Massachusetts Institutions, I have planned a system of cheap book-binding, which will suffice for the sheets printed here, no expensive or bulky apparatus being required.

Blind Men's Experiences.

In reply to my request in last year's report for suggestions, based on experience, that would be helpful to pupils going out into the world, I have received a number of excellent letters from ex-pupils, which I would be glad to publish in full if the limitations of space did not prevent it. A few extracts must suffice:

One gentleman writes: "As an ex-pupil of the Ontario Institution for the Blind, and feeling as I do regarding the interests of those who are obliged to pursue their various courses in life under the inconvenience of being looked upon as generally incompetent because they may be locally so, I thought that, whereas my success has been possibly more enviable than the majority of my fellow-students, a hint or two might be at least worthy of your kindly consideration. I would then ask you to look upon any personal reference as an endeavor to help in the now popular attempts being made to place the Canadian blind in a more independent position. The ignorance of the public regarding our competence is our greatest difficulty to overcome. The existing cases of those depending upon charity for support and the many cases of inferior intellect which prevail among the blind help to lower the standard of those who possess even abnormal intelligence. The impression seems to prevail that a blind man is lacking in every other sense. I have often been at the supper table with one of my sisters at the home of friends; the host—and more frequently the hostess—has asked my sister if she would like some fruit, for example, after which she would be asked if her brother would like some. My sisters, being equally sensitive, would refer the people to me, whereupon they would ask me in voices at least three times as loud as were required for my sisters, while there is no doubt that I could have heard them speak had their tones been much lighter than when addressing my sisters. We are not deaf; we have taste; we are quite competent to do all that can be done without the use of the eyes. As my experience is similar to many, it will, I hope, be of assistance to some who like myself did not find in the Institution all that was necessary to equip them for the duties which they might otherwise have been able to take upon them. An affliction is something to be shunned and its presence detracts from its possessor. People pity but do not help. The first thing in importance in the education of the blind is therefore to make them as much as possible like those with whom they must come in contact. As music is one of the pursuits freely indulged in, we are thrown into a social element. Ignorance as to the laws of etiquette and negligence regarding personal appearance are characteristic of the blind, and naturally enough too, but they will not be overlooked by those who are prepared to pay for what they get. I would not think of going to church without having my clothes inspected by some one with normal vision. The reason a blind person does not use a knife and fork is simply because he has not been made to do so, and not because he is blind. Such matters should receive special attention. I was so far unsuccessful in obtain-

ing a church position after leaving the O.I.B., that I was obliged to seek other means than those I had adopted of referring anyone to the O.I.B., for recommendation as to my ability. I discontinued making any reference to my affliction and appending explanation of the means I used to compensate for its presence. Of course the start is the hardest, for after that one has facts he can refer to which secure for him the confidence of those to whom he is looking for better position. I very much appreciate the idea, then, of bringing the pupils in contact with the public; also the idea of having a standard music examination. Three-fourths of my pupils are girls; it is invariably so. I will not try to describe how awkward I felt when I began teaching, as I actually did not know how to conduct myself in the presence of the opposite sex. I am convinced that the association of male and female pupils under conditions which would prevent any departure from propriety would help to remove that rawness and lack of refinement from which we unavoidably suffered. In 1897, I started my life work. I had not even a piano. Since then I have had two, have paid all expenses for (11) operations, have carried my studies on in Toronto, becoming eligible to teach in the Conservatory should I so desire, and got ahead far enough to spend two years in Germany at an expense of $2,000.00, receiving the best instruction available in the world. My income in Toronto before going to Germany averaged $42.00 per week for two years. I had between 55 and 60 pupils. To sum it all up, I have tried to apply my ability, not losing an opportunity to do business, discouraging all tendencies to refer to my affliction, and where this was unavoidable to bear it silently and patiently until I could turn the mind of the other party in another direction. I have entered into competition with the sighted and have held my own. I mingle with the people and only buy the best or nothing when furnishing. I do not see that it requires methods to do what I have done outside of those adopted in the O.I.B., and that there is generally a good percentage of musical ability among the pupils is unquestionable. I have many opportunities to recommend tuners and never forget 'The Boys,' and will never feel it a burden to do or say what I can to help the blind personally or render assistance to those seeking to better the conditions for the blind. In conclusion I wish to add that no statement in this letter has been made with the idea of comparing present and past conditions. I do not think any Institution can help the pupil who does not try to help himself. I associate with very few blind, but only because they do not appeal to me from other standpoints. I have earned all that I have spent since I left the O.I.B. I wish to express, though here out of place, my appreciation of the services Mr. Wickens has been to the O.I.B. in my estimation, and also to particularly refer to the kindness I received at the hands of Miss Moore, who conducted a course of Theory lessons for my special benefit outside of the scheduled time altogether, and first created in me the desire to continue my studies after leaving the O.I.B. I am also indebted to her for several point print books which I wrote at her dictation, and which I still have occasion to use. What I have written is yours to use or discard as you see fit. . . . P.S.—I have neglected to say that I have often thought that by use of the bevelled card a system of round-hand pencil writing could be taught and substituted for the unnatural square-hand which I learned. If nothing more, the loops of the letters could be rounded."

Another gentleman writes: "Dear Mr. Gardiner,—I have just finished reading the 36th annual report of the O.I.B., and in response to your request for information as to the doings of ex-pupils or for suggestions from them, I would like to make a few remarks. To begin with, I desire to congratulate

you upon the energy and sincerity which you have displayed in attempting to bring the subject of the education and employment of the blind prominently before the general public and the legislators of Ontario. I made a special study of the evidence taken at the Edinburgh Conference and other meetings which you so impressively incorporated into the 35th report. It is my candid opinion that, with all this evidence in your hands, and with all the educational advantages of your visit to the American schools and workshops, it would be entirely superfluous for an individual of mediocre capacity and of but average success to offer suggestions on this subject. I will therefore confine myself to a brief retrospective glance at my own experience and will refer in as few words as possible to what I regard as the greatest difficulties in the way of the success of a blind man. Before going into this matter, however, there is one point upon which I feel so strongly that I cannot forego the opportunity of expressing my opinion on it. That is the question of willow-work. During the past two years I have received a great many letters from men who learned basket-making at the O.I.B.; some say it is a failure; others, it is better than begging; while the best that has been said for it is that it is better than doing nothing. Now, I do not regard willow work as a trade at which a totally blind man can earn a living. My reasons for this statement are three in number, and are as follows: 1. The cumbersome models which he has to use so retard his speed that he cannot turn out more than from $1.00 to $1.20 worth of work each day. 2. The cost of his raw material is so high that it eats up about 30 per cent. of the price of his work. 3. His work may be perfect from a mechanical standpoint, but may contain rods or skeins which will spoil its sale. (Our correspondent tells about finding a basket, made by a blind man, in a Lindsay store, which would not sell because there were two black skeins in it, for which he substituted white ones). As for myself, I can see but very little; in fact, I could not count your fingers if held two feet from my face, but I had a home training which has enabled me to do a great many things which most blind men would not attempt. I lost my sight at about two years old, simply on account of the inability of my parents to secure proper medical treatment for me at the proper time. I was not kept in a corner, however, but was allowed to take my place with other boys and to this fact I stand indebted for the popularity which I have always enjoyed among seeing boys and men. I have worked in some of the roughest lumber camps in Northern Ontario, and if any shabby fellow ever dared to throw a slur on me, he invariably found that I had friends by the dozen. I have been married eleven years and have a large family to support. I own ten acres of ground in a good farming locality, which I have paid for by the sweat of my brow. I keep some cows, poultry and pigs, and have my own milk, butter, pork and vegetables. I earn about $200.00 a year besides doing my own farm work. About 25 per cent. of that $200.00 I earn as a basket maker and the balance as a laborer. I cut my ankle a few years ago, and as I am quite lame at times, I think more about that than I do about my defective sight. The greatest difficulty I have had to contend with lies in the fact that seeing people have little or no confidence in the ability of the blind to do any kind of work. In many cases they can scarcely be induced to give the blind man a trial. I have also found that some employers have expected me to do the same amount of work as my seeing competitor for a lower rate of wages. With regard to the O.I.B., I shall always look back to the time I spent there with pleasure. To the last moment of life I will hold sacred the remembrance of the kindness, patience and friendship shown to me by Mr. W. B. Wickens. I took a full literary course and the last two terms were devoted to willow work exclusively . . . .

I very much regret that N.Y. point is likely to supersede embossed type as I take great pleasure in reading the latter. In conclusion, I may say that this letter is very much longer than I intended it should be. It is, however, exactly the kind of a letter which I like to get from a friend, and I feel sure that every intelligent blind person in the Province will think of you as their personal friend. With best wishes for all your undertakings, I remain, yours in sincerity,"—

The father of a pupil who left the school three years ago writes: "Mr. Gardiner, Dear Sir,—I thank you very much for your annual report. We love to hear about the work that you and your staff are doing for the blind. My son, ——— was about nine years at your school. It was a God-send that he was sent to Brantford. He is doing much better than we ever expected. He has been self supporting for the last year. He is doing the tuning for the Leach Piano Company at present; besides tuning, he started the violin at Brantford; when he came home we got him a teacher, so he can make a few dollars from dancing parties at nights. In other words, if it had not been for your school, I do not think he would have been anything. He has started a bank account and he is very anxious for work and he is quite happy. Again thanking yon and staff for many kindnesses when at school, and wishing your school success, yours truly."

The Superintendent of a School for the Blind in the United States wrote: "Thank you for your recent report, which reached me to-day. I have been benefited by its perusal and am going to read parts of it to my children to-night. I am fully with you in your opinions upon compulsory school attendance for defective children. Your report is such a storehouse of information upon the subject of the education of the blind that I wish you would send a copy to each address given below, being those of my new Board just appointed by the Governor of our State."

From a School Inspector: "The report of the O.I.B. reached me some days or rather weeks ago, but was laid aside unopened. On opening it, I found it so interesting that I read it through, and at last noticed on the title-page a card with the compliments of the Principal of the O.I.B. Permit me to apologize for not sooner acknowledging the receipt of the report and permit me also to convey to you my hearty thanks for the pleasure and profit I have received in its perusal. That so much can be done for those who are shut out from the chief highway of knowledge seems very wonderful indeed, and that so many earnest men and women are laboring in this work, not least of whom are yourself and staff, is an assurance of still greater progress in the future. I wish you every success in your work."

From Colonel Ponton: "I thank you for sending me the bound copy of the 1907 Report, with its illustrative pictures, its graphic descriptions and its interesting details. The circulation of such valuable information, with its unconscious appeal for sympathy and with its assurance of good work done—right methods—solid matter—is an educational factor in Ontario, and therefore of wide interest and value beyond the circle of those directly associated with you in the great work of opening the mind's eye, and developing faculties and sensibilities which not merely migitate affliction but contribute to the productive and creative power and resources of those who might otherwise be a burden to themselves and the community. Let the light shine."

From a parent: "Many thanks to you for the Report you sent us. We think your Institution is a very great and lasting benefit to hundreds of poor afflicted ones who otherwise would be without education and means of gaining a living, and so would be in dependence on others; and I believe through the help and instruction they receive in your Institution, they are

raised to more than an even standard with those who can see. I was very much surprised in going through the different class-rooms a time ago to see how merry and happy the whole tone of the Institution was. One would naturally think your pupils would be in need of a great deal of pity, but is only to see them and note the air of interest and attention that occupation and the different studies bring to their faces. I did not see one downcast face among them all. We especially wish to thank you for your kindness to our son. We are more than satisfied with his progress since he has been with you; we were very pleased with the baskets Mr. Donkin sent us; they are beautifully made and so strong. . . . . We wish you and your assistants God-speed in your great undertaking; may His blessing rest upon your labors."

From a blind girl (ex-pupil): "Dear Principal,—We received the Report and as each one looked over it their hearts filled with thanks to you for such a gift. We think the school is improving each year and are thankful that such a kind man was chosen for the labor. I am thankful every day that I have enjoyed a share of education." After giving the name and address of a blind young man, who is now in the school, this correspondent added: "Our sympathy extends to all blind whether we are acquainted with them or not."

Lack of space prevents further quotations, but it may be mentioned that the typewriter, pencil and grooved card, point slate and stylus and pen and ink are all represented in these letters.

The following letter from Bohemia, though quaintly worded, on account of the unfamiliarity of the writer with English idioms, is of interest because it shows how far America is behind Europe in providing for the blind:

PRAG, the 15th avril, 1908.

To the Direction of the Ontario Institution for the Education of the Blind in Brantford,

We thank heartily for the collegial sending of your beautiful illustrated report and we have taken notice with great interest of its contents. We were very glad of the report of our solemnization of the visit of our Emperor and we did not be prepared that America would take notice of this in so a fair manner. But we must make you attentive to a mistake which your report contains. There are in Prague three institutions for the Blind.

1. The private educational and medical establishment for the poor blind and for the sick of the eyes, co-founded 100 years ago by the Professor Dr. Alois Klar.

2. The (our) Klar'sche institution for the blind, a handicraft establishment, founded 75 years ago by the same man alone, with which institution is connected an infant school for blind children which is managed independently in the neighborhood of the chief institution.

3. Lastly, a antiquarian home for 120 old blind, founded in 1888 by the Boemische Sparkassen. All the three institutions are independent, private establishments, and each of them has a proper council.

With the solemnization of the inauguration in October will be joined the publication of a 75 yearly chronicle of the institution, which latter we will send you some time after. In separate cover we send you a report of one of the sister institutions and an exposition of our director over the bettering of the statistics of the blind.

We sign with collegial salutations,

yours very truly

DIE DIRECTION DER KLAR'SCHEN BLINDENANSTALT IN PRAG.

Instructors of the Blind in Convention at Indianapolis, July, 1908.

INDIANAPOLIS CONVENTION.

By the direction of the Minister I attended the Nineteenth Biennial Convention of the American Association of Instructors of the Blind, held at Indianapolis, Indiana, on July 14, 15 and 16. The membership includes Superintendents of Schools for the Blind, Trustee delegates, Teacher delegates and Associate members, and there were present from one to four representatives from each of the following localities: Alabama, Arkansas, Colorado, District of Columbia, Georgia, Illinois, Indiana, Kentucky, Maryland, Michigan, Minnesota, Montana, Missouri, Nebraska, New York City, North Carolina, North Dakota, Ohio, Ontario, Pennsylvania, Perkins Institution (Boston, Mass.), South Carolina, Texas, Western Pennsylvania, West Virginia, Washington and Wisconsin.

The meetings were held in the chapel of the Indiana State School for the Blind, facing on North street, Indianapolis, bounded on the east by Pennsylvania Avenue, on the west by Meridian street and on the north by a city park. The main building is a handsome structure of stone, designed by a blind architect, and commodious additions in brick have been provided for dormitories, class-rooms and shops. The girls' dormitory encloses a spacious court, floored with cement and roofed with glass, around which are verandahs of three stories to serve as hall-ways, and on these interior verandahs open the doors of sleeping rooms, sitting and study rooms, practice rooms, teachers' and matrons' rooms, dining rooms and lavatories. The cost of this wing was $50,000, and from this brief description it will be seen that the facilities for efficient supervision of the pupils are excellent. The grounds are beautified by trees, shrubs and flower-beds, and surrounded by an iron fence.

The first session of the Convention was opened by prayer by a resident clergyman, followed by a song, "O Dry those Tears," by a blind young lady, and an address of welcome by Hon. C. A. Bookwalter, Mayor of Indianapolis, who eloquently referred to the presence of representatives from many States, all alive to the personal obligation to do their whole duty to the unfortunates committed to their charge, and to make of them, when possible, self-supporting citizens. The men and women truly qualified for such work must be inspired by a spirit not of this earth. Indiana had always been proud of her Institutions; in that State no boy or girl was denied such care as he or she required. He never passed the Institution for the Blind without thankfulness to God that his babies were not the exception amongst their playmates, and he felt even greater thankfulness that the people of his State had recognized their duty to those thus handicapped. He was there to present on behalf of the city and the State a formal assurance of welcome. In Indiana there was no perfervid eloquence, except once in two years, and particularly in the fourth year, when a visitor from abroad might infer that every man hates his brother. He honored the teachers in the common schools, but they were not called upon to give out so much of their vitality as the teachers in the special schools whom he now welcomed to the Hoosier capital with a warm, cordial greeting, bespeaking for them a pleasant time in a social way, but above all a profitable session for the good of the boys and girls at home. All we possess, said Mayor Bookwalter in conclusion, is yours.

Superintendent Allen, of the Perkins Institution for the Blind, replied briefly.

The chair was then taken by Superintendent George S. Wilson, of the Indiana School, President of the Association, who said that "thirty-seven

years ago, in this chapel, representatives of eighteen of the twenty-seven Institutions for the blind organized this Association. They were strong men, many of them, in that first Convention. There were present William Chapin of the Philadelphia Institution and the Rev. Geo. L. Smead of Columbus; Bryce M. Patten of Louisville and F. D. Morrison of Baltimore; H. H. Johnson of Romney and Asa D. Lord of Batavia; Michael Anagnos of Boston, William B. Wait of New York and our own W. H. Churchman. Samuel G. Howe could not be present but gave his views upon the current questions in a letter characteristically clear, pertinent and cogent. Valuable service was done here in unifying the work of the Institutions. Succeeding Conventions have continued this excellent beginning and have thus brought generously to those in attendance the best thoughts of the ablest workers for the blind. Since that first Convention educational work for the blind has been progressive. New Institutions have been founded and the work of all improved. Few States are now without adequate provisions for the education of the young blind. Growth has not always attended these efforts, but in the main this work has been satisfactory. All the problems have not been solved, but in most respects the blind pupils are placed in a condition equal to those with sight. The material equipment of these Institutions is as good as that of other educational institutions of equal rank. Sufficient money is generally secured to keep the work in excellent condition. Perhaps the most serious and unnecessary obstacle now in the way is the want of uniformity in the print which limits the number of books and periodicals and makes them much more costly. For this the Superintendents alone are responsible. It will be a great day in the cause of the education of the blind when individual preference and perhaps local advantage are forgotten in the larger gain which must come from the general use of the same embossed type in both hemispheres. This is not distant, because the time must come when the good judgment of the Institution officers will overthrow the wretched system which forces numerous prints upon the blind students and compels the support of indifferent printing establishments in most of the schools thus engaging in a line of work foreign to their purpose. Political interference with their progressive management is not now seriously menacing. In several States Superintendents have served forty years or more under different political control. The political blight has not, however, entirely passed away, as several strong Superintendents, in recent years, have met decapitation by the political headsman. These are exceptional cases and are not numerous. Changes yet occur in the management of many Institutions too frequently. The loss of over one-half of the Superintendents from various causes in less than four years cannot be otherwise than detrimental in many instances. Teachers are now selected generally because of their preparation and efficiency and seldom because of political relations or influence. One of the most perplexing problems which has resisted the most earnest and continued effort is that of the wage-earning capacity of the blind after they leave the schools. There has been a constant cry to make the course of study more concrete and the industrial work more extended, and many of the Institutions have responded, but have failed thus far to increase the income of the graduate. The frequent changes in the industrial conditions of the country are partly responsible, but the truth seems to be that the blind are at an insuperable disadvantage in purely manual work and cannot compete successfully with the seeing. They can become experts in almost any craft, but they cannot operate machinery profitably and safely. When they are prepared for mental occupations they are scarcely at a disadvantage, but where the dependence is upon handicraft the results are far from satisfactory.

New trades have sprung up with each decade and have for a time promised well, only to be successively disappointing. In a few cases, local advantages in the way of cheap raw material or unusual skill of supervision have given temporary success, yet, judged by financial returns, few trades have received permanent places in the blind institutions. Piano tuning will give ample returns to the conscientious and talented blind tuner and the demand for them is continually increasing. Only a small per cent. of the blind pupils, however, can become expert tuners. Broom-making and chair-caning in times past have been excellent occupations and any person of medium capacity can become in a short time proficient in these, but machinery has so lowered the product that it is doubtful if a blind man can make a respectable living from either. The same is true of mattress-making, of weaving, of brush-making, of knitting, of sewing and of almost the entire list. I doubt if an occupation can be named, where the product depends upon manual skill alone, where a blind graduate has any assurance of remaining any length of time independent. Efforts have been made to supply raw material at the lowest possible cost to the blind worker, or to establish employment institutions where the cost of production is minimized, but in every case these institutions were compelled to return the answer to the question of the New York Commission that they were not self-supporting. If Institutions cannot make collective work, under skilful management and low cost of material, profitable, what prospect has a blind man unaided to sustain himself? When we conclude that the industrial trades are of local value only and that many are becoming less remunerative because of machinery, it is evident that the future must work out a new trade of more general importance, or that the blind must turn to work that engages more the mind than the hand. Fortunately here the prospect is encouraging and this is nearer the province of school preparation. Where the blind gain the ability to move about freely unattended, they can engage at once in more remunerative work. Many a blind man can make a good living selling brooms who cannot do so by making them. Where the moral strength and intellectual development are sufficient, they may become successful agents and salesmen, reporters and tradesmen. The field thus greatly widens for those of business capacity, of moral standing and of reasonable education. The outlook is much brighter therefore when the result depends upon business and professional ability rather than cunning in craft. In thinking, the blind person is scarcely at a disadvantage. His percepts are harder to secure, but when once gained are held with a tenacity of memory which largely makes amends for their labor of acquisition. The trained and educated blind man may accomplish much when the results depend upon purely mental effort. If he can gain, even by enormous toil, a sound and well trained body, a well stored and educated mind, and a capacity and an inclination for right doing, he can reasonably hope to succeed. He must, however, acquire an ability to move freely among the seeing and familiarize himself with business forms and customs, because it is from the seeing that he will be compelled to secure his patronage. Many of the Asylum or Home features are disappearing, until now the tendency is to make the Institutions strictly schools. The attendance for the school term only; the fixing of the age limit to that of the general school system; the exclusion of all who cannot do fair school work; the selection of school men for executive officers, and the employment of trained teachers; the co-ordination of the work with the schools for the seeing; the accountability to school rather than charity officers are all evidences that the Institutions are now Schools in fact. Perhaps an additional step may now be taken by formulating a tentative course of study based upon

the general school system for all the schools for the blind, fixing the minimum amount of work requisite for graduation. Our Institutions are now Schools whose work is to educate the young blind of school age in so far as is necessary to give them a fair chance with the graduates of the general system of public schools. This is now done as a matter of justice and not an act of charity, and the schools, whether sustained by State appropriation, tax or donation, are now generally considered as merely the economical way of affording the blind child the education which should be vouchsafed every American. This is, however, the American idea, and is radically different from the English and continental, and narrows greatly the scope of the work done in the Institutions. The other idea weakens the school work proper and assumes other widely divergent duties. The Glasgow Institution, one of the largest and best of its class, thus advertises its purpose:

1. To give educational, technical aud industrial training to the juvenile blind and to provide a home for bliud children and blind women.

2. To teach trades and provide employment for the adult blind men and women.

3. To supplement their earnings, to give holiday grants, to supply clothing and aid them in sickness and old age.

Thus this Institution combines the purposes of education and of support. The upper age limit of the school department is sixteen, which is the lower age of the industrial. Below sixteen they are pupils, and the principal purpose is educational; above sixteen they are apprentices or laborers and the principal object is to make money. The other Institutions in the British Islands and on the Continent are similar with few exceptions. The school work is elementary and hurried, but the industrial training is carefully planned, very comprehensive and most thorough. In the United States the economic conditions will warrant a longer school term for the student and give him a stronger basis upon which to build. We are here inclined to separate into schools and iudustrial homes and to exclude much from the first which foreign Institutions deem fuudamentally important. The industrial homes are here left to other than school authorities."

After a paragraph on the prevention of ophthalmia neonatorum, Mr. Wilson proceeded to say: A reduction of the number of the blind is attainable, a total prevention is impossible. The teaching of the blind consequently will always be necessary. In America a special school for the blind alone is generally favored. How far in America it may be necessary to supplement the earning capacity of the blind and the best way to do this is not properly a school problem. Whether the States shall establish adult training schools, organize workshops, support homes, maintain central bureaus of supervision or adopt a pension system is not a school question and ought to be left to those who are working to improve the condition of the adult blind. Our Institutions are now operated in America as schools and in most of the States receive the young blind only as students. They should follow their graduates and measure the value of the work of the schools by the success of these. All intellectual and moral work is eligible. From these premises we may evolve the following conclusions:

1. The education of all children is the work of the State and is to be given to all alike in the most economical and efficieut manner.

2. This education, while it should be comprehensive, should trend to the general development and avoid the special and technical.

3. The education of the blind should depart as little as possiblo from the principles and best methods of the seeing.

4. Congregation of the blind pupils into separate schools is probably necessary in the interest of economy and efficiency, but in these is the only justification.

5. The social relations of the young blind with ordinary society ought to be carried to the maximum and their relations with each other reduced to the minimum.

All with partial sight, who can do passable work without injury in the schools for the seeing, ought to be excluded from the schools for the blind.

Technical and university education should be gained in the Institutions for the seeing.

The teachers should have the best normal training and should be employed only in teaching.

It was ordered that the President's address should be printed.

Mr. Wm. B. Wait, of the New York City School, in opening the discussion of "the proper function and classification of schools for the blind in the educational system of the State," pointed out that the lack of travelling facilities at first hindered children under sixteen from getting to the schools for the blind, which was one reason why adults were received and extra attention given to the industrial department."

Mr. O. H. Burritt, of the Pennsylvania school, Overbrook, led the discussion on the teaching of Domestic Science, from which he excluded mangling, sewing and knitting. His aim was to give the girls the best preparation for helpfulness in their homes. To this end he had the pupils assist in the dining room, clear the tables, crumb the cloth, lay the table for the next meal, and sometimes wash and dry the dishes. These were generally girls with some sight. They helped the matron, the housekeeper and the cook to prepare simple salads, which were eaten at the next meal. Generally they seemed glad to be permitted to do this work. They cared for their own rooms, made the beds, dusted (under supervision) on Saturdays, the floors being waxed. He asked for expressions of opinion as to how far cooking should be taught to the blind. Those having some sight should certainly be taught the elements of plain cooking. Should the pupils live in cottages as at Boston, or be collected in large central buildings?

The discussion of Domestic Science was resumed in the afternoon, when it was developed that none of the schools had teachers who devoted their whole time to this subject, though many of the teachers had taken special instruction to prepare for teaching Domestic Science.

"Educational waste in schools for the blind; its causes and indications; how measured; its prevention," was the next subject on the programme, but the lack of time prevented its discussion.

When the subject of "The Kindergarten; what is the proper age of admission, and period of retention? The course of training," came up, having ventured the remark that I preferred to receive pupils at five years of age rather than fifteen, though the statutory limit in Ontario was seven, Principal Walker, of the South Carolina school, asked for a detailed statement of the manner in which such infants were employed at each hour of the day, which I gave, whereupon the opinion was expressed that a young child, who had a good home, should not be brought to the school. I argued that it all depended on the definition of a good home. There were homes in which food was abundant and clothing plentiful, but the mistaken kindness of the parents and other relatives kept the child from being self-helpful, developed selfishness and ugly temper, and caused physical weakness through improper feeding and over-indulgence. Sometimes the loving mother was the child's worst enemy. Unless the child was rescued in time from such a "good

home," there would be a lot of hard work for teachers and nurses that might be avoided if the child came to the school before the home-spoiling process had gone too far.

No time limit could be fixed for the kindergarten course, and the limit for the general school course must be elastic enough to provide for differences in ability and strength.

Mr. E. E. Allen, of the Boston school, read a paper on the feeble-minded and the blind.

Mr. E. M. VanCleve, of the Ohio school, discussed "Discipline; its true basis, objects and methods; duty and power of the Principal and of the teacher; the place of punishment in discipline; how determined and imposed; the retention of incorrigibles; interests and duties of the school and of parents and guardians." He illustrated his subject by the case of a boy of fourteen, whom he had dismissed as incorrigible, and who now desired to return to the school. It was brought out in the discussion that more patience was required in a school for the blind than in a school for the seeing, because a boy dismissed from a school for the seeing could go to another school, whereas a boy dismissed from a school for the blind was thereby deprived of all opportunity to receive an education. Also, that if the Principal became well acquainted with the pupils, by encouraging them to talk freely to him out of class hours, he could generally find some avenue to the bad boy's heart, awaken his pride or ambition and inspire in him that self-respect which leads to industry and good behavior. But sometimes all efforts fail and if the incorrigible is doing more harm to the school than the school is doing good to him, he must go out.

On Wednesday morning, the topic being "The primary and academic courses, with reference to subjects, obligatory and optional; the uses of embossed text-books, and the relation of oral instructions; official examinations; their methods, difficulties, advantages and influence," Mr. T. McAloney, of the Western Pennsylvania (Pittsburgh) school, proposed a uniform course of study, with similar text-books in all the States. Mr. J. T. Morey, of the Nebraska school, showed that the scheme would not work advantageously in his State, where the examinations in the blind school were recognized by the State University.

Mr. J. J. Dow, of the Minnesota school, and Mr. S. M. Green of the Missouri school discussed "Manual Training; its legitimate objects; limitations as to subjects; methods employed." Mr. Dow affirmed that a blind man could be taught to make nearly everything as well as a seeing man, but he failed in speed. He displayed several pretty rugs which had been woven by his pupils, but he confessed that they could not make a living at such work.

The afternoon of Wednesday was a business session. The report of the treasurer, Mr. Freeman, formerly of the Illinois school, was received. I had been appointed to serve on the Committee on Necrology and on the Committee on Credentials, neither of which involved much labor.

A letter was read from the Governor of Arkansas, conveying a cordial invitation to hold the next Convention at Little Rock, and this was supplemented by a verbal invitation from Superintendent Lucas of the Arkansas school. The Association accepted the invitation by a rising vote.

Miss H. A. Babcock of the New York City school gave an instructive address on "Music; is a stated course desirable in every school? What are the essentials of a proper course of music study? Methods of instruction." She mentioned a sort of enlarged pin-cushion apparatus which she had used to teach the staff notation to blind pupils, and I took the opportunity to describe the maple planks and aluminum notes as shown on page 191.

In the evening the members of Convention were entertained at a concert by the teachers and pupils of the Indiana school, followed by a reception in the parlors.

Thursday morning the subjects were: "Physical Culture; what are its legitimate aims? What are the necessary means by which proper provision will be made for the physical development of every boy and girl? What is the best method of teaching reading, tablet and machine writing, spelling, arithmetic, geography, etc. An exchange of teachers between schools for the blind." It was agreed that gymnasium work and exercise out-of-doors must be compulsory, because the weakest pupils are the ones most averse to taking measures to acquire strength.

Mr. Dow described his teaching methods, and when I asked him why he had made no mention of pencil writing, he said he had found that the pupils forgot it soon after leaving school. A lively discussion ensued, showing that pencil writing is still taught in many schools. One speaker pointed out that every blind man ought to be able to write a legal signature. When the blind men and women present were specially invited to give their views, every one of them was found to be earnestly in favor of pencil writing.

The exchange of teachers was treated in rather a jocular manner, but stress was laid on the recommendation that all teachers in schools for the blind should have normal training. They must acquire by practice the special knowledge for teaching the blind, and the visitation of other schools would be helpful.

The election of officers took place on Thursday afternoon, Mr. B. B. Huntoon, who has served the Association many years as Secretary, being unanimously elected President.

Thus closed a useful and most instructive meeting. As is not uncommon on such occasions, quite as much information was disseminated during the recesses as in the formal meetings. I was pleased to renew acquaintance with many instructors of the blind whom I had met previously at St. Louis and Boston, and also to become acquainted with the new members of the Association. They impressed me as an earnest and capable body of men and women, intent not merely on earning a living but anxious to do good.

At the close of the Convention, I took the train for Louisville, Kentucky, where Mr. Huntoon had kindly promised to show me through the American Printing House for the Blind, and to help me find out some things I needed to know about the methods of press-work in embossed printing. I have to thank him and Mrs. Huntoon for a very pleasant visit, and I was much interested not only in the printing office but also in the excellent appointments of the Kentucky school for the blind.

OUR BLIND CITIZENS.

By John Macy in Everybody's Magazine for October, 1908 (Abridged).

Blind men teach us that there is none so blind as those who see.

Once I was in a smoking-car playing whist with three blind men. We had an ordinary pack of cards with the denominations in raised points on the corners. The car was crowded and the passengers in our vicinity were pressed close about us. In this group one could see exemplified the kindly ignorance of the public about the blind. For although we called our cards as we played them and discussed the plays, the spectators talked to one another and to me as if my blind friends were also deaf and could not overhear.

This incident explains what a blind man meant who said to me that it was not blindness that kept him down, but the prevailing assumption on the part of the seeing that the blind man cannot do what he *can* do.

If all the instruction of good schools is lavished on a blind man and he attains a high degree of skill, his labor is arid and his ambition is but sorrow unless his fellow men employ his skill, record it the recognition without which no man has the heart for effort, and give for it the wage which is the laborer's right.

There have been schools for the blind in our older states for three-quarters of a century and in the newer states for a generation. These schools are only for children, a small part of the blind. Some of the state institutions are fuddled with politics. And in general the education of the blind suffers, as does much American education, from the lack of trained men in the teaching profession, from the prevailing third-rateness to which, by withholding social honor and adequate money recompense, we have forced the manly occupation of instructing the young.

Now, however, the worst of the old order is passing. Amateur associations, physicians, charity experts, women's clubs, have united to bring the true needs of the blind to public attention, to open wide certain institutions which have fostered sham and incompetence, and to uphold the work of sincere and enthusiastic teachers. That there are many such teachers united in hopeful labor no one can doubt who attended the convention of the American Association of Workers for the Blind in Boston last year. There successful blind men and women from England, Canada, Massachusetts, California, and seeing teachers from a dozen American states met to survey new paths for the blind and to clear the rubbish from the old paths.

What can blind men do?

I have before me the report of the Royal Glasgow Asylum for the Blind in Scotland. In three years the average annual sales of work done by the blind in that institution amounted to nearly £30,000. The variety of occupations shown in the report is astonishing to one who does not know what to expect of sightless men. Here is pictured a class of twelve boys operating typewriters in conjunction with phonographs. Blind men are operating circular saws, band-saws, and grindstones. A class of girls is working at power sewing-machines. The picture of the blind workers' swimming-club shows a group of sturdy men who do not look as if they passed their days in selling shoe-strings or playing a fiddle on the street corner. We see boys at work with carpenters' tools, learning basketry from a blind instructor, running foot-power turning-lathes; girls making brushes and twine netting; men making cork fenders and sieves.

Visitors to the Jamestown Exposition may have seen the beautiful rugs and curtains manufactured by blind men and women under the supervision of the Massachusetts Commission for the Blind. Similar fabrics are being sold every day at the salesroom in Boston and at the new shop opened this summer at Manchester-by-the-Sea. The workmanship is excellent, and is all the product of hands not guided by sight, though done under the direction of seeing designers. The blind workers receive fair wages, and are happier than they have ever been before during their years of blindness. They are not geniuses, not "wonderful," but ordinary blind persons, properly trained.

The other day I saw at the rooms of the Massachusetts Commission a split-cane stool. The frame had been made by a blind man. The cane had been woven by another blind man. And a third blind man, the assistant superintendent employed by the commission, had taught the workers.

Blind men have proved their skill in many occupations. They have established their ability as musicians, teachers, repairers and tuners of

pianos, cobblers, weavers, carpenters, basket-makers, mattress-makers, masseurs, typewriters, operators of private telephone exchange boards, farmers, poultrymen, merchants, sales-agents, shopkeepers. The United States Census Bulletin shows that the blind and their friends have reported over a hundred occupations in which one or more sightless persons are at present engaged. From this bulletin, of course, we cannot tell how well they succeed.

The question of pecuniary success aside, there seems no limit to the variety and degree of the achievements of the blind. Some one has said that a blind man can do anything but paint a picture. Several of the blind weavers in Massachusetts, after working on designs furnished by the seeing designers, have made excellent patterns themselves.

In intellectual pursuits blind men have attained distinction. Nicholas Saunderson, blind from childhood, was professor of mathematics at the University of Cambridge in the first part of the eighteenth century. He lectured on optics and the theory of vision! Henry Fawcett, blind at twenty-one, became professor of political economy at Cambridge University, was a member of Parliament for twenty years, and, as postmaster-general in Gladstone's government, introduced the parcels-post. A blind man, Professor E. D. Campbell, holds the chair of chemistry at Ann Arbor. Professor Edward Crowell, who has taught Latin at Amherst for fifty years, has been blind for twenty years. Prescott, the American historian, was nearly blind. All the world has heard of the eloquence of the Hon. T. P. Gore, the blind senator from Oklahoma. General Brayton, the blind boss of Rhode Island, lacks physical sight and perhaps some other kinds of vision. Chris. Buckley, the blind boss of San Francisco, prospered for years on his discerning sense of "touch." Dr. Campbell, an American blind man,—who, by the way, has climbed Mont Blanc,—is head of the Royal Normal College for the Blind in England. Homer, Milton, and Helen Keller are three wise ones whose paths through the dark have been lighted by the stars of poetry.

Blind men of genius and power stand out as exceptions, not in the kind of thing they have done, but only in the degree of their success. They prove that the brain and the skilfully managed hand are the instruments of human achievement. They force the seeing person to observe himself and discover that he does not depend, or need not depend, so much on his sight as the arrogance of the eye leads him to believe. The head and the hand make the human being. In factories you will see operators doing deft mechanical work and hardly looking at the process under their fingers. You will catch yourself letting your eyes wander idly without interrupting many of the ordinary acts of daily life. Blindness makes some things impossible, many other things difficult. But the blind man suffers not so much from the difficulties inherent in blindness as from the disposition on the part of the seeing to draw in the wrong place the line between the surmountably difficult and the impossible.

One of the chief aims of the new movement for the blind is to fix that line where the experience of the successful blind all over the world determines it. The second object is to diminish the difficulties by legitimate assistance. Another object, which is really first and fundamental, is to diminish blindness itself, to annihilate preventable blindness as we have all but annihilated smallpox, and as we shall soon annihilate tuberculosis.

From one-third to two-fifths of all the sightless have been blinded by avoidable accidents, or by curable diseases which have been neglected or ignorantly treated. One of the commonest causes of blindness is *ophthalmia neonatorum*, a virulent germ disease in the eyes of the new-born. The advisable method of treatment by means of nitrate of silver should be known to

every physician. Information on this subject is being spread abroad among the profession and the laity by boards of health, oculists, and the medical associations. Happily, we are coming out of our wrappings of hypocrisy and false modesty and can tell the public that *ophthalmia neonatorum* is due to venereal disease, that there are six or seven thousand blind persons in the United States who bear tragic witness to the prevalence of social sin. The moralist may find the evil as deep as he will in human conduct. The oculist is content to point out that almost every case of ophthalmia can be cured if taken in time; that every new-born child should be in the hands of a competent physician; that, in the words of the New York Commission, the continual blinding of babies in a civilized community is a crime.

A large number of cases of blindness results from accidents in factories and machine-shops. Of the safety appliances exhibited in New York a year or so ago many were specially designed to protect the eyes of workmen. The problem of preventing a considerable part of adult blindness belongs, therefore, to the general problem of securing better protection in the industries. Here again our problem comes back to the public. And with the public, the millions of parents entrusted by nature with the important business of bringing up children, lies the duty which the educator, the physician, the philanthropist, are powerless to assume, the duty of safeguarding the eyes of the young against sharp-pointed toys and other instruments of torture. There are optimists who believe that in time no mother in the land will allow her baby to play with the scissors, and no father will celebrate the birth of a great and free country by giving his little boy a life of blindness wrapped up in a cannon cracker.

Is it too much to hope that when our eighty millions of people shall have increased to a hundred and fifty million, the blind will not have increased commensurately to a hundred and fifty thousand?

It is true that we do not know exactly how many blind persons there are in the United States, nor how many there were when the last census was taken. The enumeration of the blind by the United States census is, like all vital statistics for the nation as a whole, unsatisfactory. Blind persons cannot be registered like sheep or bales of cotton. And the democratic United States government lacks the power of other governments to compel a proper report on such undemocratic matters as birth, death, and disease. So far Massachusetts and New York are the only states that have made anything like a thorough census. The New York State Commission has individual records of 5,300 blind, but the legislature did not appropriate money enough to finish the work. The Massachusetts Commission is empowered not only to know, but to do; to promote the welfare of all the blind in the state: and the legislature gives it $40,000 a year.

It is worth noting here that the commissions in New York and Massachusetts were appointed as the result of volunteer associations, which worked in the face of opposition on the part of established schools and recognized leaders of the blind; the women started both associations; and that those associations roused the schools and the legislatures of their own states and of other states. In Maine the new work for the blind, led by a blind man, received $20,000 from the legislature. Maryland, New Jersey, and Ohio have commissions. Cleveland, Buffalo, Cincinnati, Dayton, and other cities have new societies for the blind. This past summer the Illinois State Board of Charities appointed a commission to investigate the blind of the state. Chicago has taken the lead in the experiment of educating the sightless in schools for the seeing. Work for the blind has received a new start in many parts of the country. But the basis of all work is knowledge of the subject, and we do not yet even know how many blind there are.

The ratio of blind to seeing established by the commissions in New York and Massachusetts is about one in a thousand, more or less, in this nation. Of these, fully three-fourths are totally blind, or, if not in complete blackness, in a night where common objects are not distinguishable.

Divided according to age, the number of blind increases with advancing years. For the old blind, perhaps a third of all, nothing radical can be done. They must be cared for under the provisions for the maintenance of the aged. But they can be made happier by being taught simple occupations. Young persons, eager to do good, can visit them, read to them, entertain them with music. There has been provided for them a special type clear to aged and insensitive fingers, in which is a considerable library. This type was invented by a blind man, Dr. William Moon.

At the lower end of the seven ages is found the smallest number of blind. Of all the sightless only about one in thirty is under ten years. But the blind children under school age are an important, if small, class. Their education must be begun early. Nurseries for blind babies have been established in Brooklyn and Boston. Most blind babies, however, are kept at home, and at home the education must be carefully carried out if the children are to receive the best from the schools later in life. Blind children should be encouraged to romp, taught to dress themselves and eat properly at table.

False pity, which consigns a blind child to a life of inactivity, is in part responsible for the physical disabilities that we find in the blind of school age. The blind as a class are below the average in physique through want of activity and from the very diseases which destroy their eyes. In the nursery, in the playground, is laid the foundation of a life of agility, dexterity, and self-dependence, or one of helplessness, morbidity, untrained muscles, and under-developed organs. Treat a blind child as if it were normal, let it mingle with other children, and encourage healthy naughtiness, meddlesomeness, and a tendency to explore. It is the child that "gives no trouble" and is content to lie in a corner for whom the mother has most cause to fear.

In any intelligent household the blind child can be taught the Roman letters, embossed on wooden playing blocks, and can learn to read Braille. All members of the family should learn Braille, not only for the sake of teaching him, but in order to write to him when he grows up and is separated from his relatives. Any one can learn the Braille alphabet in a day, read it rapidly (with the eye) in a week, and write it on a Braille machine (which costs only a few dollars) about as easily as one can learn to use a common typewriter.

When the child is of school age he should be sent to the nearest institution. Unless the parents are able to afford private teachers, they should stifle the desire to keep the afflicted child with them. I have a letter from the mother of a blind child living near one of our best schools for the sightless. She confesses, apparently without sense of wrong-doing, that she has kept her son at the age of ten in ignorance, because she feared he might be ill-treated at the institution. Unkindness is not among the faults of those who manage our schools for the blind.

The blind of school age, from six to nineteen years, include about one-tenth of the total number of sightless. For this class more has been done than for any other. There are in America over forty institutions for the general education of blind youth. The curriculum is like that in schools for the seeing, with such special apparatus and instruction as are necessary to enable the blind to read and write and pursue the ordinary branches—history, geography, arithmetic, and so on. Like other public schools, some are good, some are not. But most of the work in the schools is sincere, and it will become more intelligent and efficient the more widely the capacities and the needs of the blind are understood by the public.

It is found that not all the eligible blind children are in school. In New York state, of 600 blind minors over five years of age one-half were not in school, and at least 150 of these should have been. Even in Massachusetts several blind children who should have been in the Perkins Institution and were not there have been found by the commission. In Great Britain education for the blind between five and sixteen years of age has been compulsory for the past fourteen years, and it is also compulsory in Saxony. Compulsory education for every child will come in all American states some day. Meanwhile *it is the duty of the schools for the blind to seek out the children whom they were established to educate.*

The greatest shortcoming of the schools is difficult to remedy, for it lies in part in the nature of blindness. We who see find our work in the world by experience, with or without the help of schools. The blind child must be specially trained to be blind and to work as a blind man; his only time and chance for such training is in the schools; he cannot learn his work when he comes to it, as most of us do. Such training the schools do not adequately provide, as is proved by the records of the graduates. Not all failures, of course, are due to the institutions, but when a score of graduates of one institution who have passed the course in piano-tuning are found unable to tune pianos, and when intelligent graduates of another institution, on whom the state of Massachusetts has spent $300 a year, not to speak of the per capita expenditure which the endowed advantages represent, are found in almshouses, still a burden to the state, something is wrong.

The discovery of that wrong was one cause for the creation of the Massachusetts Commission and the New York Association. In Pennsylvania the Institution for the Blind went ahead itself, joining the new movement for the blind at the start. It reports that of the graduates of the new school only fourteen per cent. should be deemed failures.

Even where the educational methods are good in kind, the schools have, with some recent exceptions, failed to make enough effort to place their competent graduates in positions they could fill. The graduation exhibition before an admiring public has been the last occasion on which the school has slapped the graduate on the back and praised him. After that the school has shut its doors and has disregarded, or, as a dozen blind men have told me, despised, its alumni. Several finely educated musicians from Massachusetts have told me that no official word was ever spoken for them to help them to opportunities to play in public. And those without talent for music have left school able to do nothing by which they could earn a living. The graduate all too often goes forth to join that great uncared-for group of the blind, those who have lost their sight in the midst of careers as seeing persons, and have not had even the training of a school for the blind.

Lose your sight to-day, what becomes of your business to-morrow? The nature of the problem and its darkest difficulties any one may imagine. The extent of the problem can be computed. The register of the Massachusetts Commission shows that out of 3,800 blind persons in the state there are 1,400 of a working age between twenty and sixty. Of these, after we have eliminated the successful, the well-to-do, the invalid, there are left 800 set down as able-bodied, dependent, and helpable, about a fifth of all the blind.

From the ratio of the Massachusetts register we compute that there are from fifteen to twenty thousand in the whole country ablebodied, dependent, idle. To turn to profit and happiness all this human waste too little has been done, and in thirty of our states nothing has been done.

There are in this country only ten or a dozen industrial workshops and homes that pretend to teach occupations to the adult blind. These shops employ about six hundred. In Great Britain, with less than half as many

blind as we have in America, are fifty shops, which employ thirteen or fourteen hundred. The immediate, obvious need is for workshops and industrial schools in every large centre. Enough has been done in the shops already established to furnish a model for any one who is ready to take the work up in his community.

The Pennsylvania Working Home for the Blind, in Philadelphia, is the largest in the country. It was founded thirty years ago by a blind man. It employs a hundred and thirty men in making brooms, mattresses, rag carpets, and in chair caning. The Connecticut Institute at Hartford, started sixteen years ago, is successful in giving a few blind men and women occupation by which they can earn a living at home. It is noteworthy also for its printing establishment, where blind persons operate presses, and stitching and folding-machines. The Wisconsin Workshop for the Blind makes a specialty of willow work. Everything from a toy basket to a willow cradle is beautifully made, and can be bought by whoever will send to 1323 Vliet Street, Milwaukee. Six years ago Michigan established, with an appropriation of over a hundred thousand dollars, a factory, an industrial home, an employment and information bureau for the blind. Two of the oldest shops are those connected with the state schools for blind children in Massachusetts and Maryland. Good work is being done in industrial homes for the blind in Oakland, California; in Brooklyn, Indianapolis, Chicago, and Cincinnati. A workshop has been opened recently in Colorado, and one will be opened soon in Maine.

The Massachusetts Commission is experimenting with new industries for the blind, extending established and home industries, such as the manufacture of mops, brooms, rugs, and curtains, and is canvassing factories for the seeing to find new processes where the blind can work side by side with the sighted.

In New York the new work is more remarkable because it has been carried forward without adequate aid from the state or from private charity. It shows what may be done by energetic and intelligent women in any city, though it may be fairly doubted if two such women as the secretaries and founders of the New York Association live in every great city. They turned their home into a school and information bureau pending the time when money-drenched New York should give them the salesrooms and shops which they needed. They have since moved into new quarters, but the income and the equipment of the Association are still insufficient for the work it has to do in a city where there are 2,300 blind.

The state school at Batavia finds that one-quarter of its graduates are self-supporting. The Institution for the Blind in New York City, supported by private endowment, and city and state aid, shows less than ten per cent. of its graduates in gainful occupation. A New York lady, Mrs. Ziegler, endowed the free magazine for the blind, one of the most generous things ever done for the sightless.

Whether the new work for the blind be undertaken by state commissions, city boards of education, or private associations, the programme is the same:

I.—*To register every blind person and keep the record continually revised.*

II.—*To establish a central employment agency and bureau of information, where blind persons may meet employers and the work of the blind may be kept on sale.*

III.—*To find out by experiment, and by comparing the work done in other countries, what occupations in each community will prove profitable for the blind.* This cannot be determined for all places by the experience of one place. The employment of the blind must be guided by the principles of business, by the conditions of the local markets, by all the factors which determine the profitableness of any occupation.

IV.—*To provide trained teachers of intellectual and mechanical pursuits to visit the blind and teach them at home.* It is better not to bring too many of the blind together into workshops and homes, but to keep them distributed throughout the community in which they must live. Besides, many of the adult blind, men and women, have domestic duties which make their absence from home for the whole of the day impossible or undesirable.

V.—*To establish trust funds or to secure regular state or municipal appropriations to provide blind workmen with materials for handiwork, or with capital to start a small retail business.*

VI.—*To enlist the interest of trades-unions and manufacturers in finding in factories processes at which the blind can work side by side with the seeing.* One great value of this is to make the workmanship and the capabilities of the blind familiar to all society. At present, for a blind man to go about the streets alone is so unusual as to warrant a newspaper paragraph. And when we have secured for the majority of our blind honest labor at a living wage, then we shall be ready:

VII.—*To establish scholarships for blind students.*

VIII.—*To provide more books for the blind at lower cost,* including many books used in college courses.

All kinds of efforts to give the adult blind a fair chance have been carried further in France, Great Britain, and Germany than in this country. In Great Britain the intellectual and talented blind are selected for higher education, and when they have become competent as musicians or teachers, the schools and the associations stand behind them and persuade vestrymen and committees to give them a hearing.

We need such agents to advance the competent blind, to compel simply a fair trial for blind candidates. It would seem that when good organists are found in so few churches and church choirs are so notoriously bad, the blind ought to be encouraged rather than forbidden to raise the general average of church music.

We also need organizations like the British and Foreign Blind Association to unite all the blind and find opportunity for them, day laborers as well as musicians.

Employers are not to blame for assuming that "defective" workmen will do defective work. But the American business man is generous, and if he is approached by an interesting and enthusiastic agent, he is Yankee enough to "want to know" all about the blind man. All that is necessary to secure a place for a competent blind person is to present his case to employers with tactful persistence.

As has been indicated, England leads us not only in organized, aggressive work for the blind, but in the number and the scope of workshops. This is, in part, due to the fact that industrial education for the seeing receives more attention in England than here. The system in the old countries of fitting children for trade operates beneficially for the blind, because it equips the human being for his life work; whereas in America we throw one vast door of common-school education open to everybody. After school days we who see find our places, but much energy is wasted, and the handicapped are left behind in the hot race, instead of being carefully fitted to go as far as possible at their slower rate. Equality of opportunity is a fine motto to carve above the door of a public school, but it does not help to arrange the curriculum of any school of life. For the blind, classification according to ability, and economical nurture of whatever capacities they have, are absolutely necessary.

In France the Association Valentin Haüy has had its employment bureau, the *Société de Placement*, for more than fifty years, and has placed

more than sixty organists in French churches and cathedrals. It maintains workshops, libraries, salesrooms. I have seen scissors, knives and beautiful lace made by its members.

In Germany the Saxon system of "After-Care" illustrates the marvelous unity and co-ordination of German life, and also its paternalism. The blind live at their homes. Even the small towns have workshops. And over them all is the directing genius of the superintendents of the institutions for the blind, who visit the individual workers, require constant reports from them, furnish materials at cost, and help the workers to sell their goods.

It would be wrong to suppose that the blind in Europe live in an economic paradise. The condition of the blind will always be hard enough everywhere, and in some European countries, in Italy, for instance, they are shamefully neglected. But the best work in Europe is in advance of the work in three-quarters of our American states. And the best of our work has only recently become firmly established, though sporadic efforts of all kinds have been made for two generations. The American people, with their abundant means, their generosity, their love of fair play, and their peculiar Yankee delight in human ingenuity, are sure to encourage the blind workman once they understand his needs and capabilities. Whatever is done for him by the schools, by the legislatures, and others technically in authority, the blind man will be our neighbor, and we must see that he is helped to produce what he can, and that he sell the product. It is cheaper to teach him to earn his bread than it is to give it to him.

But the economic argument is a bloodless thing. This is a human problem. The history of the dependent blind is full of eloquent and heart-breaking arguments.

A woman who had been for years at a school for the blind but had learned to do nothing by which she could earn wages was one of those taught by the New York Association to operate a private telephone switchboard. She is now employed by a New York house, and receives the same wages as the sighted operators.

The story of an old soldier who is making brooms in the shop of the New York Association is worth telling. The son of a German ship-builder, he received a mechanical training, left school early, and travelled in the East. He was shipwrecked in the Yellow Sea, and arrived penniless at San Francisco. He started to walk to New York, arrived there in seven months, and sailed for Germany. There he volunteered in the Austro-Prussian War of 1866. He joined the engineer corps, and in the Franco-Prussian War saw three hundred days of continuous service, including the battle of Sedan. The din of war made him deaf, and he retired from service to become a lock-maker. In 1884 he lost one eye from accident, and later came to America, leaving his wife in Germany. In New York he worked as a machinist. Soon the sight of the other eye was threatened, and he went to a hospital. All his savings were spent in the vain effort to save his sight. Unable to speak English, without friends, he drifted to an almshouse, and there he learned of his wife's death in Germany. He went to the New York Association for the Blind. The next day he entered the shop, learned broom-making, and is no longer wholly dependent on charity.

What of the thousands whose stories have not been told, in states where there are no associations to hear them? A woman in Iowa writes that she is forty-five years old, a graduate of a school for the blind. She is competent in housework, sewing, and embroidery. All her life she has been in a happy home. Now her kinsfolk are gone. She asks how she can find a place to work, to sell the product of her skill. From North Carolina comes the story of a woman educated in music and competent to teach. Livelihood and pleasure are

denied her because she has no piano. Who will answer in Iowa and North Carolina?

Talk to the first blind man on the street corner degraded to beggary. If he is suspicious, whining, confirmed by habit in his life as a social parasite, remember that it is not his fault that his manhood has been debased. If he is ashamed of the label, "Pity the Blind," eager to tear it off his breast, he can be brought before the boards of trade, the women's clubs, any competent and powerful society, and his story can be laid at the foundation in your community of a "Society to Promote the Interests of the Blind."

Physical Culture.

The usual training in dumb-bells, bar-bells, clubs, and in free work, was given throughout the session in the gymnasium, Mr. Roney having charge of the girls' classes and Mr. Green instructing the boys. The very young children, boys and girls, were in a class by themselves, their exercises consisting principally of marching with or without music.

Until the deep snow came, and after it had gone away in the spring, the running tracks with wire guides, described in last year's report, were much used by both boys and girls, but the pupils who had most need of out-door exercise were the ones most disinclined to take it. To make sure that all should get a "breath of fresh air" at least once a day, I proposed a daily after-breakfast excursion, on a sort of go-as-you-please principle so far as speed was concerned, but all following the same course, down the centre walk on the Institution grounds, thence along Palmerston Avenue to its junction with Brant Avenue, back by Brant Avenue, Ava Road and the girls' walk to the Institution. In the beginning there were a few hitches; John could not find his cap, or Mary had mislaid one of her rubbers, Henry wanted to practise on the piano right after breakfast, and Thomas preferred a run around the course before breakfast. But on the whole the scheme worked smoothly and well. The big girls and boys helped to get the little ones ready and looked after them en route; the pupils who had some sight guided those who were totally blind, until the road became familiar. To say nothing of the gain in health from this regular outing, it had a marked effect in the development of self-reliance. A new boy who was afraid to take three steps at the beginning of the session without a guide holding his hand would start out alone, before the end of the session, with a stick in his hand to touch the walk occasionally, and go over the course—about three-quarters of a mile—on the keen run, delighted to pass on the way boys who had better eyes but worse legs. The morning walk was not inaugurated as a race, but those who wanted to go fast were not forbidden to do so, and those who were inclined to dawdle or saunter were paired with active, sturdy fellows who set them a pace and compelled them to keep it. Our breakfast hour is seven o'clock, and during the short days of midwinter 7.30 comes before daylight, but that is a matter of small consequence to people whose days are one long night.

Some of the pupils took occasional, but not regular, walks after class hours in the afternoon, accompanied by teachers, and in the proper season there was exercise on the football field.

The regular field day was Saturday, June 6th, when a good programme of events was run off under the direction of Mr. Green, the Supervisor of Boys, assisted by Mr. Roney, Literary Teacher, and Mr. Clark, of the Brantford Y.M.C.A. The Minister of Education had kindly permitted the expenditure of a sum of money for prizes, and the entries for the several

contests were numerous. On the following Tuesday evening, in the Music Hall, the prizes were distributed to the winners, as follows:

Fifty yards race for girls under 10: Geraldine McEwen, Mary O'Neill.
100 yards, girls under 12: Gladys Thompson, Gladys Bickerton.
100 yards, girls under 15: Doris Hawley, Gretchen Wyld.
100 yards for girls over 15: Eva Bullock, Alice Stickley.
Spoon and egg race: Ethel Stevens, Edna Sage.
Fifty yards race for boys under 10: Leonard Sherman, Roy Goldie.
100 yards race for boys under 12: Fred Steele, Ener Ryan.
100 yards, boys under 15: Roy McCutcheon, Gustav Golz.
Three-legged race, 100 yards: George Skinkle and Harold Elnor, Roy McCutcheon and Lionel West.
Half mile handicap: Roy McCutcheon, Leonard Sherman.
Senior broad jump: Thomas Kennedy, Harold Elnor.
Junior broad jump: Gustav Golz, Byron Derbyshire, Roy McCutcheon.
Putting 12 lb. shot: T. Kennedy, C. Allison.
Two miles handicap: Jean Chatelain, C. Allison.
100 yards for boys over 15: H. Elnor, T. Kennedy.

The Staff.

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

H. F. Gardiner, M.A.	Principal.
W. B. Wickens	Assistant Principal.
W. N. Hossie	Bursar and Storekeeper.
J. A. Marquis, M.D.	Physician.
B. C. Bell, M.D.	Oculist.
Mrs. A. McCanna	Matron.

Teachers:

W. B. Wickens	Literary.
P. J. Roney	Literary.
Miss E. S. Rae	Literary.
Miss M. E. Walsh	Literary.
W. Norman Andrews, F.G.C.M.	Music.
Miss E. Moore	Music.
Miss E. Harrington	Music.
Miss E. Lee	Kindergarten and Domestic Science.
Miss L. H. Haycock	Knitting and Crochet.
Miss E. Cooper	Sewing and Netting.
Miss K. Burke	Assistant Knitting and Sewing.
T. S. Usher	Piano Tuning.
W. B. Donkin	Trades Instructor.
D. Green	Supervisor of Boys.
Miss M. J. Cronk	Visitors' Attendant.
Mrs. J. Kirk	Boys' Nurse.
Miss M. Stewart	Girls' Nurse.
J. B. Wilson	Engineer.
G. G. Lambden	Carpenter.
G. Grierson	Baker.
D. Willits	Farmer and Gardener.

Farm and Garden.

During the early part of the season rain was frequent and abundant, just what was needed to assure good crops on the sandy and gravelly soil of the Institution farm, but later the continued drouth caused a disappointment of expectations. Hay and oats were not as productive as in the preceding year. The return of wheat and rye was satisfactory, though the quantity sown was small. Garden products, such as tomatoes, cabbages and early cauliflower, yielded well, but the late cauliflower did not head well, on account of the drouth. The early potatoes were good in quality, but few in the hill. The sample of late potatoes is excellent, but the quantity affected by the dry fall and early frosts. The field roots, carrots, beets and mangels, yielded well. Turnips promised well, but insect pests and dry weather have made the crop almost a failure. The summer and fall apples were abundant: the winter fruit not so plentiful, but both of better quality than last year. The crop of grapes was better than usual. Corn a splendid crop.

Visitors.

I note with pleasure the improvement on the part of our friends in Brantford, and their friends from a distance whom they bring to see us, with regard to the hours selected to visit the Institution. Formerly, it was the rule that they came after school hours on school days, and on Saturdays or Sundays, and the exception when they came in the hours when they were welcome, that is from nine to four on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. Gradually they are finding out that this Institution is a school, and that while we are glad to exhibit and explain our school work to the public in school hours, we have no ambition to conduct them through empty corridors and class-rooms after school hours; we do not want them on Saturdays when the teachers and pupils are off duty and the house is being cleaned, and we positively refuse to receive them on Sundays because the members of our staff are entitled to enjoy the day of rest like other people. We have had hundreds of visitors during the year from Ontario and other Provinces of Canada, as well as a few from the United States and Europe, and we think that most, if not all, of them carried away the belief that this is the proper place for a blind child, or one with defective sight, to come to for an education. There is nothing mysterious—nothing to conceal—about the Institution and its work. We want all the people of Ontario, who help to pay for the maintenance of the Institution, to understand its objects and its methods; then every eligible blind child in the Province will be advised and assisted to come to us for help and instruction, and the usefulness of the Institution will be extended.

Besides the Minister of Education, Hon. Dr. Pyne, and the Deputy Minister, Dr. A. H. U. Colquhoun, whose visits to the Institution were highly appreciated by teachers and pupils, we had the pleasure of a call from Sir Frederick Bridge on May 8th. The Expositor of May 9th said:—

Yesterday afternoon Sir Frederick Bridge and Mr. Archdeacon, accompanied by Mayor Bowlby and Ald. W. B. Wood, Rev. W. H. Harvey, Mr. H. K. Jordan and Mr. A. G. Parker, made a brief visit to the Ontario Institution for the Blind, where a short but excellent programme was presented by the pupils, under the direction of Mr. W. Norman Andrews. The guests were welcomed by Principal Gardiner, who introduced Sir Frederick to the pupils, telling him that they would feel acquainted with him and recognize him anywhere, once they had heard his voice, though they could not see his face. Mr. Andrews, the musical director, said that in the short time at the disposal of the visitors it would be possible to give only a sample of the work that was

being done in the Institution. He called upon Charles Duff, who played on the pipe organ the last two movements of Guilmant's first sonata, opus 42, in a manner that elicited the hearty praise of Sir Frederick. The choral class sang John Barnaby's "Sweet and Low," and part of the cantata, "What is the Flag of England," one of Sir Frederick Bridge's own compositions. Then Herbert Treneer played on the piano the Scarf Dance, "Air de Ballet," by Chaminade. Sir Frederick addressed the pupils, commending their work for its accuracy and finish, which reflected credit alike upon them and upon their instructor. He told of blind musicians who had attained positions of eminence in the old world, and gave interesting reminiscences from his own career. He promised, if he got back home with his scalp still attached to his head, to remember the young people of the Institution and to reward them for the pleasure they had given him by sending them some scores which they would appreciate. Finally, Sir Frederick said he would like to play for the pupils, which he proceeded to do, to the delight of all who heard him. Resuming his remarks, he suggested the purchase of a new and better organ, and then he went over and chatted with the vocalists, asking them numerous questions and appearing much interested in the replies. Before the party left the members of the staff were formally presented to Sir Frederick, who expressed regret that he could not make a longer visit. Seldom has there been a guest at the Institution who made a better impression, or would be more heartily welcomed again.

Before leaving the city, Sir Frederick wrote as follows to the Musical Director:

Brantford, May 8, 1908.

Dear Mr. Andrews:—

Allow me before leaving Brantford to heartily congratulate you on the excellent work shown by the students in music at the Blind School.

The singing of the Choral Class was exceptionally good. I must especially thank you and the class for the admirable rendition of my composition, "The Flag of England." It certainly appealed to me to hear a Blind Chorus in Canada sing this patriot composition. Their training was all that could be desired, and they caught the spirit of the whole chorus as I intended. If I had conducted "The Flag of England" myself I could not have given a better interpretation. The playing of the organ and piano students was not only the result of cleverness and ability, but also showed that a master hand directed their work.

Pardon me when I say I hope you will soon have a new organ at the School.

Sincerely yours,
J. Frederick Bridge.

On March 26th, Mr. Fred W. Thomas, representing the Brotherhood of St. Andrew in connection with the Church of England, visited the Institution and addressed the pupils in the Music Hall.

Libraries.

The total enrolment of subscribers to the free circulating library is 149; the number of readers during the year, 59; of whom 13 had not used the Library in previous years. The number of books issued during the year was 200, and the total number of books issued to subscribers since the establishment of the library, 2,017.

The purchases of New York point print books from the American Printing House for the Blind included complete sets of Progressive Readers and Spellers for all classes.

Cards for teaching the point alphabet and contractions to beginners were printed from our own type.

Substantial additions in ink type were made to the teachers' library, particularly in the departments of history, literature, natural history and domestic science, and such music as was required in ink or in point was purchased.

Buildings and Grounds.

A commodious brick building, 65 x 30 feet, two stories high, has been erected between the old shop and the gymnasium (Mr. James Wright, contractor), the lower story of which, divided into two rooms, will be used for the carpenter's shop and instruction in sloyd; the upper story will be used for the tuning department, for the hammock class and for broom-making, if it should be decided to introduce that branch of industry. The new building will be occupied as soon as it is provided with heating apparatus.

The appropriation for changing the system of heating in the main building has not been expended, the plans not having been prepared in the Department of Public Works in time to have the work done during the vacation. It is hoped to get an early start at this much needed work in the season of 1909.

The outside woodwork of the Bursar's and Principal's residences was painted by R. G. Ballantyne & Son.

The cellar area walls were rebuilt and raised, to keep out surface water, and the brickwork of the Institution and outbuildings, the Principal's, Bursar's, and Engineer's houses was pointed and repaired, P. H. Secord & Sons, contractors.

The eave-troughing and conductors were repaired where needed by Howie & Feely, tinsmiths.

New floor and stalls on cement concrete were provided in the cow barn, John Richards, contractor.

Painting, varnishing and kalsomining inside the main buildng were done by D. D. Taylor. The walls of the bell hall, which showed every year the effects of some bad work done and poor material used a long time ago, were thoroughly cleaned and painted.

Wood Brothers, plasterers, repaired the walls where needed.

The stairway on the boys' side, leading to the Music Hall, was altered to make it easier to get pianos up and down, and hardwood floors were laid in the large practice room and in part of the Music Hall, by P. H. Secord & Sons.

The board walks were repaired, a swing erected in the boys' playground, the baths and basins enamelled, the hardwood floors oiled and some painting, varnishing and kalsomining done by the Institution carpenter and baker.

H. F. Gardiner,
Principal.

Brantford, October, 1908.

Physician's Report.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—In presenting my annual report for the year ending September, 1908, I am pleased to state that the health of the officers and pupils has been good, and that few cases occurred to cause anxiety. Perhaps the trouble that caused the greatest inconvenience was an outbreak of chicken-pox in January, which spread over a number of weeks. There was no serious trouble in the

twelve cases that developed. We had them isolated comfortably in the rooms over the workshop, in charge of a capable trained nurse.

During the year there was the usual number of minor ailments and accidents requiring daily attention. The same difficulty was experienced as in former years on the girls' side of the house, with minor cases as of hysteria, etc., in not having a sick-room to receive them, where they could be treated so much more satisfactorily.

During the year I have made frequent visits to the pupils' dining rooms, and found that they are provided with an abundance of wholesome and nutritious food, to which the large majority do ample justice. The officers have remained particularly well during the year. On the closing day of the session, Assistant Principal W. B. Wickens was seized with rather a sharp attack of inflammation of the lungs, which incapacitated him for a couple of weeks. He has made a perfect recovery.

I take pleasure in anticipating the improved steam-heating system of which you have approved.

I have the honour to be,
Sir,
Your obedient servant,
JOHN A. MARQUIS.

Brantford, September 1st, 1908.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to report the results of the annual examination of the eyes of the pupils.

I examined a total of twenty-six new pupils, fifteen males and eleven females: and forty-five pupils who were in attendance at former terms, seventeen males and twenty-eight females.

The sight of the new pupils was so deficient in all that no question as to eligibility needed to be considered. In two or three cases I found conditions offering the possibility of improved sight by surgical interference. Naturally most of these children entering have had all done that surgical skill could possibly do for them, but a few come from sections where these opportunities were not available; and on the other hand we find a few who from prejudice, or fear of operation, have refused to have done all that might be done. It is hard to understand why a blind pupil, or the parents of a blind pupil, will refuse the possibility of some degree of vision, be it ever so small, simply from prejudice to operation, and especially where there is nothing to lose, supposing they should fail to be benefited. At any rate we find this to be the position in an occasional case.

There is nothing very unusual in the various causes of blindness; the usual high percentage of Ophthalmia Neonatorum being present. But there were fewer cases of accidental blindness, such as arise from mining accidents, gunpowder explosions, etc., in fact, with the exception of one girl who became blind at the age of fifteen from some brain lesion, the onset of blindness in all the new pupils was before the age of ten years. And this leads me to note that while this is the case, and further that while nineteen out of the twenty-six were blind when they were three years of age, yet the average age of entrance to the Institution this year is males 13 and females 14.6, in comparison with males 13.5 and females 10.7 for last year.

Among the pupils who have attended former terms, thirteen of the forty-five examined showed some degree of improvement in sight, nineteen no change, while three, from certain specific causes, had actually lost some.

There were few acute conditions requiring attention during the year; one degenerated eye was removed during the summer while the pupil was at his home, on account of spontaneous rupture of the ball; while one had to be removed from another male here, he having accidentally ruptured the ball, but as this also was a degenerated, disfiguring, practically sightless eye, the loss was slight.

Respectfully submitted,
B. C. Bell.

Brantford, July 1st, 1908.

Literary Examiner's Report.

Hon. R. A. Pyne, M.D., *Minister of Education*:

Sir,—In submitting my report I beg to state that I officially examined the various classes in the literary department of the Ontario Institution for the Education and Instruction of the Blind on June 9th to 12th, inclusive.

In the following a detailed statement will be found.

Mr. Wickens' Classes.

Arithmetic.— In this class of five girls and four boys the answering was very creditable. The work consists of easy questions in fractions. Two of the scholars had six answers correct out of eight, the marks of the class ranging from 25 per cent. to 75, with an average of 49.

Geography.—Continent of Asia. This class numbered six girls and five boys. The marks assigned ranged from 25 per cent. to 100, averaging 77. The answers on the whole were good.

Physiology.—A small class of four girls and five boys passed a good examination on the work, comprising the human framework, muscles, digestion, circulation, nervous system. The marks were from 84 per cent. to 100, with an average of 97.

Reading.—The work is in point print. There are some good readers in this class, and some scholars who have been only a short time under instruction read more satisfactorily than several of those who have been much longer in the class. The marks varied from 25 per cent. to 90, with an average of 54.

Latin.—The work in this subject is of necessity elementary, as this is only the second year in which the subject has been taught and there is only one class for all. The work, though limited, has been thoroughly done, as the creditable marking will show. In a class of eight girls and one boy, the marking was from 57 per cent. to 100, averaging 84.

Bible Geography and History.—This class consists of twenty-three boys, whose work for the session has been the Stories from Genesis and the classification of the books of the Bible. The boys acquitted themselves well, with a marking of 25 per cent. to 100, with an average of 86.

Spelling.—A good class of ten girls and fifteen boys, the marks being from 34 per cent. to 100, with an average of 91.

Mr. Roney's Classes.

Arithmetic.—This is a junior class in Addition, Subtraction and Multiplication, consisting of nine girls and sixteen boys, of whom some are very bright and others dull. Two in particular are worthy of special mention, one a French boy and the other a Norwegian, both of whom are certainly very promising. The marks ranged from 13 per cent. to 100 averaging 65.

Grammar.—Limits, Parts of Speech; Analysis of Simple Sentences. In this class of nine girls and eighteen boys three got perfect marks, while others seemed to have no grasp of the subject. The marks varied from 0 to 100, with an average of 67 per cent.

Geography.—Limits, Dominion of Canada; Map and Book Work in Public School Geography. There are four girls and thirteen boys in this class. The marks ranged from 25 per cent. to 100, with the creditable average of 74.

Physiology.—Digestion, Respiration, Circulation of the Blood. The marks given were from 0 to 100, with an average of 68 per cent.

Reading.—First and Second Readers (embossed). This class of five girls and twelve boys all read well, the marks being 60 per cent to 100, averaging 82 per cent.

Writing.—Senior class consisting of seven girls and fourteen boys. The writing, on the whole, was good, the marks ranging from 35 per cent. to 85, with an average of 56.

Miss Walsh's Classes.

Arithmetic.—Percentage, Brokerage, Simple Interest, etc. In this class of eleven girls and six boys the answering was good, though some of the pupils are decidedly dull. Nine problems were given and two pupils had correct answers for all. The marks given were from 23 per cent. to 100, with an average of 52.

English Grammar.—Parts of Speech, Definitions, Parsing and Analysis of Simple Sentences. This class of seven girls and fourteen boys answered very well, receiving marks 34 per cent. to 100, averaging 87 per cent.

Geography.—Map of Ontario, Railroad System, etc., the Provinces of the Dominion, with their capitals and products. This class of thirteen girls and eleven boys passed a good examination, the marks being from 38 per cent. to 100, with an average of 81 per cent.

Reading.—Second, Third and Fourth Readers (embossed). A class of seven girls and nine boys averaged 74 per cent., the marks ranging from 50 to 100, one girl receiving perfect marks.

Writing.—Small letters, lists of words, no capitals. There are eleven girls and fourteen boys in this class. Some write very well indeed, but many are poor, the marks ranging from 20 per cent. to 90, averaging 44 per cent.

Object Lessons.—This is a large class of twelve girls and twenty-two boys, most of whom were greatly interested in the work. While I was in the class-room, the children gave an excellent description of the cow and dairy products and their use to man; also a description of the elephant and its uses. The formation of pearls and cork, the manufacture of pens in different ages, of pencils (graphite) and the growth and uses of the cranberry were all described by the scholars in a very interesting manner.

Bible History.—Limits, the Gospel of St. John from Chapter xii to Chapter xxi. This class of Roman Catholic children, eight girls and ten boys, answered very well, with the exception of three beginners, and they all showed careful training.

Spelling.—Second Year of Rational Speller (point print). This class of six girls and fourteen boys received marks from 25 per cent. to 100, with an average of 63.

Miss Rae's Classes.

Arithmetic.—Limits, Tables of Weights and Measures. Multiplication Table to twenty times twenty, Problems in four rules, Sharing. This class of five girls and twelve boys passed a good examination, nine of them answering

five questions out of six. The others received from 25 per cent. to 76, the class averaging 72.

Grammar.—History of Language, Parsing. In this class of eight girls and seven boys, the lowest mark was 56 per cent., while two received perfect marks, the class averaging 84 per cent.

Geography.—Map work of United States and South America, Products, etc. In a class of eight girls and eight boys, some received perfect marks, while others had little or no idea of the subject. The average of the class was 77 per cent.

Physiology. Skeleton, Bones ,Muscles, Skin, Digestion, Circulation, etc. In this class of eight girls and nine boys, some were very poor, but three received perfect marks. Three of the weakest in Physiology were very weak in Geography also. The marks ranged from 0 to 100, averaging 61 per cent.

Writing.—Letters, words and sentences in pencil. In this class of seven girls and fifteen boys, one of the girls—a beginner— is not graded; of the rest, the marks ranged from 0 to 80, with an average of 36 per cent.

English History.—Norman and Angevin periods. In this class there were nineteen girls and fourteen boys, and four others were away for reason. Three received no marks whatever; two 25 per cent., and two 34 per cent., while several received perfect marks, the average being 66.

Canadian History.—Period before 1713; Biographies of Discoverers and Early Governors; History of Acadia. In this class of nineteen girls and thirteen boys, three received no marks, while one obtained full marks, the class averaging 51 per cent.

Bible History.—Limits, Genesis. Twenty-three girls and six boys composed this class, and they evidently covered the ground well, as the high marking from 50 per cent. to 100, with an average of 86, indicates.

Spelling.—Limits, Books 4, 5, and 6 of the Rational Speller. In this class of fifteen girls and seven boys, all except one received full marks, which is a most gratifying result to both the pupils and their teacher.

English Literature.—Limits, "The Tempest," by Shakespeare; Prose Writers from 1763 to 1837; Poets of the same period. In this class of fourteen girls and six boys, good work has been done in the study of the authors of the period named. The examination of the class on Shakespeare's play, "The Tempest," proved enjoyable and interesting. As the class is composed of senior pupils, a firmer grasp of the subject is possible, as well as an appreciation of advanced work. With very few exceptions, the pupils did well, ranging in marking from 34 per cent. to 100, with an average of 80.

Composition.—Essays written by thirteen girls and six boys were handed to me for examination. The subject was "The Passing of Arthur." In subject matter most of the essays were good, the spelling poor and the writing bad. Many of the mistakes in spelling were in a measure pardonable, as the pupils evidently spelt the sound of the words regardless of orthography. The chirography was good in only occasional instances; the type-written samples, with one exception, were well executed. We must bear in mind, however, that unless a pupil has partial sight it is impossible to correct a mistake.

Miss Lee's Classes.

Arithmetic.—Limits, Addition to 13; Multiplication Tables to 7 times 20; Roman Numerals to C. In this class there are six seniors and nine juniors and the marks ranged from 25 per cent. to 100, with an average of 68.

Reading.—Alphabet (letters and characters in point print), First Reader. In this class there are fourteen and the marks given were from 50 per cent. to 100, with an average of 85. One of the boys who last year had to have his

hand guided is now able to follow alone; in consequence his advance is quite marked. Another boy, still at his letters, seems incapable of making progress.

Spelling.—Words of three letters, Names of Familiar Objects. In this class of fourteen the youngsters did well, the marks averaging 90 per cent.

Bible Geography and History.—Story of the Boy Samuel; History of David; Commandments; some of the Psalms. This class of fourteen children showed by their answers that they have been carefully trained.

Kindergarten.—In this class the children were all busily engaged in picture-sewing, folding, weaving, making clay models, leather-lacing, etc. The accuracy shown in the articles made was more than ordinary. Any person would be amply repaid for the time he would spend in visiting this little beehive of industry.

Miss Haycock's Classes.

Bible History.—Limits, from Genesis to end of First Samuel. Twelve girls and one beginner compose this class. They passed a creditable examination, receiving in marks from 10 per cent. to 100, averaging 71 per cent.

Spelling.—First Book (Rational Speller) to section 61 in Second Book. In addition to two beginners, whose marks are not counted in grading the class, there are eleven girls and seven boys. The marks ranged from 50 per cent. to 100, with the high average of 93.

Miscellaneous.

In addition to the Literary Department I was requested to examine classes in the Industrial branches. In Domestic Science Miss Lee has a class of twelve girls who receive instruction in the rudiments of cooking and the general care of a house.

In Knitting and Crocheting, Miss Haycock, assisted by Miss Burke, has a large class. The careful instruction is shown in the many samples of excellent workmanship. The faithful training in this practical subject must prove of great benefit in the home life of these pupils.

Sewing and Darning.—In this very important subject I found a class of girls under the direction of Miss Baird. The pupils were busy at their work, and the samples of the result of their industry reflect great credit on them and on their instructress.

Bead-Work.—Under the direction of Miss Cronk, splendid results have been attained, nearly five hundred pieces having been made by a class of about thirty. While some of the articles are for ornament, many are very serviceable.

Miss Hepburn has a class also in bead-work.

Basket-Making and Cane Seating.— Mr. Donkin has charge of about thirty-one boys and their work shows careful training.

In the manufacture of hammocks and horse nets Mr. Lambden has the oversight of seventeen boys. A ready market is found for the output. The finished articles inspected were of a superior class. Slate-making, book-making and map-making also are under the direction of Mr. Lambden.

Physical Culture.—A class of seventeen intermediate girls under the direction of Mr. Roney went through a series of movements with dumb bells, as did also a class of twenty boys with Mr. Green as instructor.

All of the foregoing is respectfully submitted.

S. F. Passmore, M.A.,
Examiner.

Brantford, July 9th, 1908.

Report on Musical Instruction.

Hon. R. A. Pyne, M.D., *Minister of Education*:

Sir,—In presenting my report on the Musical Instruction given at the Ontario Institution for the Education of the Blind, Brantford, I am glad to be able to say that good, earnest work is being done by both teachers and pupils, and that the standard maintained in previous years is well sustained. The examinations of the Toronto College of Music, with which the O.I.B. is affiliated, resulted in eight pupils passing various examinations of the College this year, as will be seen farther on in this report; and one of these pupils, Herbert Trencer, obtained the high distinction of a Diploma in both piano and organ playing. That examinations exert a healthy stimulus is shown by the better work of the candidates who are taking a course such as that prescribed by the Toronto College of Music.

The Musical Director, Mr. Andrews, had this year a class of thirteen for Teachers' Normal training. He used an ingenious method, invented in the United States, by which, through the means of movable metal castings, blind teachers are enabled to teach sighted pupils the various signs used in the staff notation. The pupils in this Normal class seemed to readily grasp the system, for they are quick to describe the various characters, and easily set out, on the five-grooved "staves," short musical phrases. Members of this class also gave demonstrations of the methods they would make use of in teaching; and three students gave exhibitions of their abilities as choir trainers.

The choral class of forty-three members did better work than ever; the class is larger; it is fairly well balanced, and is enthusiastic in its work. Several part songs, including the opening chorus of Sir Frederick Bridge's Cantata, "The Flag of England," were sung in really good style.

The organ in the Music Hall is a very old instrument, with poor action, and should be replaced by a new one, with modern appliances. A good concert organ, which need not be a large one, would prove much more serviceable to the organ students, and would much enhance the value of the musical department of the Institution.

The annual examination, which was held on the 1st and 2nd of June, was conducted under the heads of Piano, Organ, Singing (solo singing and choral class), and Theory of Music (including Harmony, Counterpoint and Musical History). Fifty-one pupils have been studying music this year, of whom all but two or three take up the piano, six the organ, five solo singing and six musical theory.

The piano students are divided into five grades, and grades I. and II. are subdivided into Classes A, B and C. In class A of the first grade there are three beginners, who are properly started upon their course. In class B there are six pupils, of whom two are most promising, three are fair and one slow. Of the nine pupils in class C, one is very good, the others are doing fair work. In grade II. there are seventeen pupils; of the ten pupils in class A two promise well, seven are fair and one is slow. In class B there are four pupils, of whom one is very good, two fair and one slow Of the three pupils in class C one passed the first examination of the College of Music, obtaining honours. Of the other two one is good, the other fair. As in former years, I find that the foundation work of the junior pupils is being well laid and a good class of music used for instruction.

In grade III. are seven pupils; three of them are promising; the others are doing fairly well. Two of the pupils in this grade passed the second examination of the College of Music, one of them with honours.

In grade IV there are eight pupils. Two passed the second and third examinations, respectively, of the College, obtaining first-class honours; the playing of these may be styled as excellent and full of promise for the future. Five pupils in this grade presented themselves for the third examination of the College; they did not pass, because they were not ready; but they may be encouraged to try again, as, with the necessary preparation, they should succeed. The other pupil in this grade plays fairly well.

The single pupil in grade V., the highest, this year obtained the piano diploma of the Toronto College of Music. Herbert Treneer, the pupil who won this distinction, is a very capable pianist, as well as a good all-round musician, and well deserves this testanur of his musical work at the O.I.B.

There are six pupils in the organ class, divided into grades III., IV. and V. Of the three pupils in grade III. (the junior), two are doing very well; the other is fair. The two pupils in grade IV. play quite well; one of them obtained both the first and second organ examinations of the College of Music, each with first-class honours. In grade V., Herbert Treneer passed, with first-class honours, the third examination of the College, and obtained the organ diploma. He played a varied programme of organ music with conspicuous ability.

This year there were five students examined in singing. It is gratifying to know that vocal work is taken up more than formerly, and it is hoped the number of singing pupils will increase from year to year. One of the women students showed promise in the singing of two songs; two of the young men, baritones, do very fair work; a tenor shows ability, but lacks restraint; while a bass, possessing a magnificent vocal organ, gave good rendering of classical songs. This last pupil passed the first and second vocal examinations of the College of Music, obtaining, respectively, first-class honours and honours, in the two examinations.

Six pupils were examined in one or more branches of Musical Theory; three of these passed the first year Theory examination of the Toronto College of Music, obtaining first-class honours in each of the three subjects, Written History, Musical Harmony and Practical Harmony. The other three wrote papers set for them in Harmony, Counterpoint and Musical History, obtaining, respectively, 59 and 65 per cent. on the Harmony paper, 64 per cent. on the Counterpoint, and 80, 60 and 56 per cent. on the History paper. These results are excellent, but the higher marks obtained by the candidates for diplomas show the stimulus which is exerted by outside examinations.

The work of several pupils in the tuning class was heard, and that of the most advanced was found to be eminently satisfactory. These graduating pupils are deserving of the recognition of the piano trade, and should prove as successful in their vocation as many of their predecessors have been.

I have the honour to be,
Sir,
Your obedient servent,
W. E. Fairclough.

Toronto, September 14th, 1908.

ONTARIO INSTITUTION FOR THE BLIND.

Statistics for the Year Ending 30th September, 1908.

I.—Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872	20	14	34
" for year ending 30th September, 1873	44	24	68
" " " 1874	66	46	112
" " " 1875	89	50	139
" " " 1876	84	64	148
" " " 1877	76	72	148
" " " 1878	91	84	175
" " " 1879	100	100	200
" " " 1880	105	93	198
" " " 1881	103	98	201
" " " 1882	94	73	167
" " " 1883	88	72	160
" " " 1884	71	69	140
" " " 1885	86	74	160
" " " 1886	93	71	164
" " " 1887	93	62	155
" " " 1888	94	62	156
" " " 1889	99	58	167
" " " 1890	95	69	164
" " " 1891	91	67	158
" " " 1892	85	70	155
" " " 1893	90	64	154
" " " 1894	84	66	150
" " " 1895	82	68	150
" " " 1896	72	69	141
" " " 1897	76	73	149
" " " 1898	74	73	147
" " " 1899	77	71	148
" " " 1900	77	67	111
" " " 1901	72	66	138
" " " 1902	68	70	138
" " " 1903	67	64	131
" " " 1904	68	66	134
" " " 1905	67	74	141
" " " 1906	71	76	147
" " " 1907	72	72	144
" " " 1908	71	68	139

II.—Age of pupils.

	No.		No.
Seven years	5	Eighteen years	8
Eight "	2	Nineteen "	1
Nine "	6	Twenty "	8
Ten "	7	Twenty-one "	8
Eleven "	6	Twenty-two "	3
Twelve "	13	Twenty-three "	5
Thirteen "	9	Twenty-four "	1
Fourteen "	12	Twenty-five "	2
Fifteen "	12	Over twenty-five years	7
Sixteen "	13		
Seventeen "	11	Total	139

III.—Nationality of parents.

	No.		No.
American	2	Norwegian	1
Canadian	79	Russian	1
English	30	Scotch	11
Irish	9	Unknown	1
Italian	1	Welsh	1
Galician	1		
German	1	Total	139
Hungarian	1		

IV.—Denomination of parents.

	No.		No.
Christian Science	1	Salvationist	2
Congregational	1	Lutheran	2
Baptist	6	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	42	Unknown	2
Methodist	33		
Presbyterian	22	Total	139
Roman Catholic	25		

V.—Occupation of parents.

	No.		No.
Agent	1	Machinists	2
Bar-tender	1	Marble Dealer	1
Barber	1	Merchants	4
Bricklayers	2	Military	1
Blacksmiths	2	Millwright	1
Chief of Police	1	Miner	1
Carpenters	4	Painter	1
Clerk	1	Printer	1
Civil engineer	1	Plasterers	2
Contractor	1	Physician	1
Cooper	1	Plumber	1
Cook	1	Policeman	1
Carriage-builder	1	Sailors	2
Drover	1	Shoemakers	2
Electrician	1	Railway employee	1
Engineers	2	Rancher	1
Farmers	41	Tanner	1
Firemen	2	Tailors	2
Gardeners	4	Travellers	2
Government officer	1	Teamsters	4
Grocer	1	Tinsmiths	2
Hostler	1	Warehouseman	1
Hotel-keeper	1	Unknown	5
Laborers	24		
Lawyer	1	Total	139
Manufacturer	1		

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1908.

County or city.	Male.	Female.	Total.
District of Algoma	4	2	6
City of Belleville	....	....	..
County of Brant	1	....	1
City of Brantford	1	2	3
County of Bruce	1	2	3
" Carleton	....	1	1
" Dufferin	1	....	1
" Dundas	....	....	.
" Durham	1	....	1
" Elgin	1	1	2
" Essex	3	1	4
" Frontenac	....	1	1
" Glengarry	1	1	2
" Grenville	....	1	1
" Grey	1	1	2
City of Guelph	1	1	2
County of Haldimand	....	....	....
" Haliburton	....	..	....
" Halton	1	....	1
City of Hamilton	...	2	2
County of Hastings	....	....	....
" Huron	3	2	5
City of Kingston	1	....	1
County of Kent	1	....	1
" Lambton	5	2	7
" Leeds	3	....	3
" Lanark	2	..	2
" Lennox	....	....	....
" Lincoln	....	....	....
City of London	1	1	2
County of Middlesex	1	5	6
District of Muskoka	....	2	2
District of Nipissing	2	1	3
County of Norfolk	...	2	2
" Northumberland	1	1	2
" Ontario	....	....	....
City of Ottawa	4	4	8
County of Oxford	1	3	4
" Peel	....	....	....
" Perth	1	....	1
" Peterborough	....	2	2
" Prince Edward	....	..	....
" Prescott	2	....	2
" Renfrew	....	....	....
" Russell	1	2	3
City of St. Catharines	....	1	1
" St. Thomas	....	....	....
" Stratford	1	1	2
County of Simcoe	1	1	2
" Stormont	....	....	....
City of Toronto	11	11	22
County of Victoria	2	...	2
" Waterloo	1	....	1
" Welland	....	1	1
" Wellington	....	....	....
" Wentworth	2	2	4
" York	1	1	2
*Saskatchewan	2	3	5
*Alberta	1	2	3
*Manitoba	2	2	4
*British Columbia	1	....	1
District of Parry Sound	....	....	....
Total	71	68	139

*On Payment.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1908.

County or city.	Male.	Female.	Total.
District of Algoma	8	4	12
City of Belleville	3	1	4
County of Brant	9	7	16
City of Brantford	16	11	27
County of Bruce	9	11	20
" Carleton	2	2	4
" Dufferin	2	1	3
" Dundas	3	3	6
" Durham	4	4	8
" Elgin	7	6	13
" Essex	14	20	34
" Frontenac	5	3	8
" Glengarry	8	1	9
" Grenville	2	2	4
" Grey	10	12	22
City of Guelph	4	3	7
County of Haldimand	4	5	9
" Halton	7	3	10
City of Hamilton	14	19	33
County of Hastings	5	5	10
" Huron	13	11	24
City of Kingston	7	4	11
County of Kent	10	6	16
" Lambton	19	7	26
" Leeds	14	4	18
" Lanark	4	4	8
" Lennox	4	1	5
" Lincoln	3	3	6
City of London	11	10	21
District of Nipissing	7	4	11
County of Middlesex	10	13	23
District of Muskoka	3	2	5

VII. Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1908.—*Continued.*

County or city.	Male.	Female.	Total.
County of Norfolk	10	9	19
" Northumberland	5	9	14
" Ontario	7	9	16
City of Ottawa	18	4	22
County of Oxford	7	11	18
" Peel	2	1	3
" Perth	5	10	15
" Peterborough	13	5	18
" Prince Edward	6	2	8
" Prescott	4	....	4
" Renfrew	8	6	14
" Russell	4	3	7
City of St. Catharines	2	2	4
" St. Thomas	3	2	5
" Stratford	3	1	4
County of Simcoe	11	11	22
" Stormont	5	....	5
City of Toronto	62	46	108
County of Victoria	8	2	10
" Waterloo	12	5	17
" Welland	6	5	11
" Wellington	10	8	18
" Wentworth	10	10	20
" York	18	16	31
*Province of Quebec	4	1	5
*Saskatchewan	3	5	8
*United States	1	....	1
*British Columbia	2	....	2
*Manitoba	3	2	5
District of Parry Sound	1	....	1
*Alberta	1	2	3
	495	383	878

*On Payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1908.

County or city.	Male.	Female.	Total.
District of Algoma	3	1	4
City of Belleville	....	....	....
County of Brant	1	....	1
City of Brantford	1	2	3
County of Bruce	1	2	3
" Carleton	....	1	1
" Dufferin	1	....	1
" Dundas	....	....	....
" Durham	1	....	1
" Elgin	1	1	2
" Essex	3	1	4
" Frontenac	....	1	1
" Glengarry	1	1	2
" Grenville	....	....	....
" Grey	1	1	2
City of Guelph	1	1	2
County of Haldimand	....	....	....
" Haliburton	....	....	....
" Halton	1	....	1
City of Hamilton	....	2	2
County of Hastings	....	....	....
" Huron	3	2	5
City of Kingston	....	....	....
County of Kent	1	....	1
" Lambton	4	1	5
" Leeds	1	....	1
" Lanark	2	....	2
" Lennox	....	....	....
" Lincoln	....	....	....
City of London	....	1	1
" Woodstock	....	....	....
County of Middlesex	1	2	3
District of Muskoka	....	2	2
" Nipissing	2	1	3
County of Norfolk	....	2	2
" Northumberland	....	....	....
" Ontario	....	....	....
City of Ottawa	2	3	5
County of Oxford	1	1	2
" Peel	....	....	....
" Perth	....	....	....
" Peterborough	....	2	2
" Prince Edward	....	....	....
" Prescott	1	....	1
" Renfrew	....	....	....
" Russell	....	2	2
City of St. Catharines	....	1	1
" St. Thomas	....	....	....
" Stratford	1	1	2
County of Simcoe	..	1	1
" Stormont	....	....	....
City of Toronto	10	8	18
County of Victoria	2	....	2
" Waterloo	1	....	1
" Welland	....	1	1
" Wellington	....	....	....
" Wentworth	3	....	3
" York	1	1	2
British Columbia	1	....	1
Quebec	....	....	....
Manitoba	2	2	4
District of Parry Sound	....	....	....
" Rainy River	....	....	....
Saskatchewan	2	2	4
Alberta	....	2	2
City of Woodstock	....	....	....
Totals	57	52	109

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1908. Compared with preceding year.

Item.	Service.	30 September, 1907. Average number of pupils, 111.			30 September, 1908. Average number of pupils, 116.		
		Total Expenditure, 1907	Yearly cost average 111.	Weekly cost average 111.	Total Expenditure 1908	Yearly cost average 116.	Weekly cost average 116.
		$ cts.	$ cts.	c. mls.	$ cts	$ cts.	c. mls.
1	Medicine and Medical Comforts..	87 81	78	1.5	98 60	85	1.6
2	Butcher's Meat, Fish and Fowls..	1,611 34	14 51	27.7	1,586 74	13 68	26.2
3	Flour, Bread and Biscuits.....	418 71	3 77	7.2	495 06	4 27	8.2
4	Butter and Lard.....	1,552 40	11 28	21.6	1,664 51	14 35	27.5
5	General Groceries.....	1,040 62	9 37	18.	1,140 27	9 83	18.
6	Fruit and Vegetables.....	211 05	1 90	3.5	215 85	1 86	3.5
7	Bedding, Clothing and Shoes.....	394 62	3 55	6.8	115 83	99	1.9
8	Fuel—Wood, Coal and Gas.....	3,758 23	33 85	65.1	4,023 39	34 68	66 7
9	Light—Electric and Gas.....	950 49	8 56	16.4	1,071 63	9 23	17.7
10	Laundry, Soap and Cleaning.....	230 98	2 08	4.	272 57	2 36	4.5
11	Furniture and Furnishings.....	463 58	4 17	8.	629 02	5 42	10.4
12	Farm and Garden — Feed and Fodder.	655 18	5 90	9.4	588 79	5 07	9.7
13	Repairs and Alterations.....	1,105 38	9 90	19.	1,120 63	10 52	20.2
14	Advertising, Printing and Stationery, &c.....	526 13	4 74	9.	675 75	5 83	11.2
15	Books, Apparatus and Appliances.	782 04	7 04	13.5	1,762 55	15 19	29.2
16	Miscellaneous, unenumerated....	981 93	8 84	17.	1,279 85	11 03	21.2
17	Pupils' Sittings at Church.....	200	1 80	3.5	200	1 72	3.3
18	Rent of Hydrants.	160	1 44	2.6	160	1 38	2.6
19	Water Supply.....	301 42	2 71	5.2	326 87	2 82	5.4
20	Salaries and Wages.....	18,248 63	164 40	316.1	20,688 88	178 16	342.6
21	Repairs to Buildings, &c.....	1,236 68	11 14	21.4	910 35	7 79	14.9
		34,617 22	316 86	599.7	39,027 14	336 44	644.

30 September, 1908. Certified correct. W. N. Hossie, Bursar.